

**AN ESP TARGET NEEDS ANALYSIS FOR PHYSIOTHERAPY CLASS
IN *STIKES* DELIMA PERSADA GRESIK**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



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Hereby, declare that

1. The thesis entitled **AN ESP TARGET NEEDS ANALYSIS FOR PHYSIOTHERAPY CLASS IN STIKES DELIMA PERSADA GRESIK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 13 May 2019

The Writer,



IZZAH MAULIDAH

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Malang, 27 April 2019
The Researcher

Izzah Maulidah

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ABSTRACT

Maulidah, Izzah. 2019. *An ESP Target Needs Analysis for Physiotherapy Class in STIKES Delima Persada Gresik*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr. Hartono, M.Pd., (II) Dr. Masduki, M.Pd.

Keywords: Target needs analysis, Conformity of the ESP syllabus, ESP for Physiotherapy

This research started along with the emerged problem which was found in the ESP Physiotherapy course at *STIKES Delima Persada Gresik*. There were two focuses of this research. Firstly, it was to analyse the target needs of Physiotherapy students in *STIKES Delima Persada Gresik* in learning ESP including the *necessities*, *lacks* and *wants*. Secondly, it was to match the conformity between the result of target needs with the syllabus.

This qualitative study focuses on the ESP target needs analysis (*necessities*, *lacks* and *wants*) for Physiotherapy class in *STIKES Delima Persada Gresik*. Besides, it also addresses to the conformity between the result of ESP target needs and the components of the ESP syllabus used. In collectng the data, this research used interview, questionnaires, observation and documentation as the techniques and the interview guidelines, the questionnaires, the observation checklist and the syllabus documents as the instruments. The findings of the research showed that there were some items in regards to the *necessities*, *lacks* and *wants* for the ESP Physiotherapy class. They were matched to the components of the ESP syllabus in order to determine whether it was confirmed or not. Finally, there were three categorizations of the ESP syllabus conformity; High, Low and Not available. The researcher suggested to continue the analysis into learning needs to complete the students' needs identification. For the curriculum designers or the teachers, the conformity of the syllabus could be as the reference to design the proper material for the ESP course.

ABSTRAK

Maulidah, Izzah. 2019. *Analisis Kebutuhan Target ESP untuk Kelas Fisioterapi di STIKES Delima Persada Gresik*. Tesis, Pasca Sarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Dr. Hartono, M.Pd., (II) Dr. Masduki, M.Pd.

Kata Kunci: *Analisa Kebutuhan Target ESP, Keselarasan Silabus ESP, ESP untuk Fisioterapi*

Penelitian ini dimulai dengan masalah yang ditemukan dalam kursus ESP Fisioterapi di STIKES Delima Persada Gresik. Terdapat dua hal yang menjadi fokus dalam penelitian ini. Pertama, untuk menganalisa target kebutuhan mahasiswa Fisioterapi di STIKES Delima Persada Gresik dalam mempelajari ESP meliputi *kebutuhan*, *kekurangan* dan *keinginan*. Kedua, untuk mencocokkan keselarasan antara hasil kebutuhan target dengan silabus.

Studi kualitatif ini berfokus pada analisa kebutuhan target ESP (*kebutuhan*, *kekurangan* dan *keinginan*) untuk kelas Fisioterapi di STIKES Delima Persada Gresik. Selain itu, juga membahas keselarasan antara hasil kebutuhan target ESP dan komponen silabus ESP yang digunakan. Dalam mengumpulkan data, penelitian ini menggunakan wawancara, kuesioner, observasi dan dokumentasi sebagai teknik dan pedoman wawancara, kuesioner, panduan observasi dan dokumen silabus sebagai instrumen. Temuan dari penelitian menunjukkan bahwa ada beberapa item dalam hal *kebutuhan*, *kekurangan* dan *keinginan* untuk kelas Fisioterapi ESP. Hasil tersebut dicocokkan dengan komponen silabus ESP untuk menentukan apakah itu selaras atau tidak. Akhirnya, ada tiga kategorisasi dari kesesuaian silabus ESP; Tinggi, Rendah dan Tidak tersedia. Peneliti menyarankan untuk melanjutkan analisa dalam kebutuhan belajar untuk melengkapi identifikasi kebutuhan siswa. Untuk perancang kurikulum atau guru, kesesuaian silabus dapat menjadi referensi untuk merancang bahan ajar yang tepat untuk kursus ESP.

1. INTRODUCTION

This chapter discusses the introduction of the research. The discussion covers background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation of the study and definition of the key terms. The more elaboration will be described as follows.

1.1 Background of the Study

The teaching of English for Specific Purposes (ESP) in English as a Foreign Language (EFL) context involves many aspects such as the teachers' role, the learners and the design of learning tools such as curriculum, the teaching techniques, and the evaluation. The challenges bring the discussion in a way the teaching learning process can be very meaningful and effective for the stakeholders, especially for the learners. Both meaningful and effective learning are able to be gained when they can take into account the purpose of learning English which is not only as a subject of material but also as part of their needs to be used in the real life (Hutchinson & Water, 1987). Thus, the aspects of teaching ESP are very pivotal to consider in order to design an effective teaching learning process.

Nowadays, the tasks of needs analysis are much more complex. It aims at collecting information about the learners and at defining the target situation and environment of studying ESP. Petrova (2008) said that course design would not be possible without prior research on learners' needs, which might involve collaboration with course participants and their current or potential employers, evaluation of available materials, and, if necessary, their adaptation or even production of completely new ones, which, again, would include ESP corpora

research. Moreover, the point at which need analysis is called for, is a far less straight-forward process than it might initially seem because, first, it is essential to establish whose needs we are interested in (Huhta et al, 2013). Therefore, curriculum renewal beginning with a needs analysis is necessary to make class hours in the most efficient way and to meet these students' specific English language needs.

In *STIKES* Delima Persada, ESP is one of the subjects that is offered to students in the first and second semesters. It becomes one of the curriculum subject matters for all departments, including S1 of Nutrition, Diploma of Pharmacy and the latest one, Diploma of Physiotherapy. Physiotherapy department is the newest department in *STIKES* Delima Persada which has been available within two years since 2015. However, the teaching of ESP in Physiotherapy has a number of problems that need to be taken into account. Based on preliminary study, the main problem is that appropriate English subject materials for students were not available. The teacher neither analyse the needs of students to meet the proper teaching learning process nor the appropriate subject materials. Often, the materials are compiled in the way just for the sake of availability, taken from any sources which frequently do not match with the needs and characteristics of the students. Thus, needs analysis plays an important role in this part to connect the process of learning and the needs of the students. Other problems which currently arise are: 1) the motivation and interest of students in learning English are still low, 2) the students are not aware of the benefits of learning English in their field of study.

Other problems come from the curriculum and the administrator. The curriculum needs to be revised considering the goal of the university. Besides, it needs an adjustment with the capability of the students. Needs analysis can be as a 'bridge' to design a proper curriculum which covers both of the university goal and the students' capability. Moreover, the administrators never did such a needs analysis before. They do not have any certain sources in terms of module to be used in teaching learning process. Before constructing the materials in the module, the syllabus has to be checked whether or not it meets the students' target needs. One step a head to reach it is by analysing the needs of the students, especially the students' target needs analysis.

Considering above, the researcher intends to conduct a research with the topic of need analysis on ESP course of Physiotherapy class in *STIKES Delima Persada*. The initiative is also expected to fulfill the role of the teachers that is not only delivering the materials but also designing the course and analysing the situation objectively based on the research. The result of this research can be used as a guideline for the lecturer to prepare the lesson before teaching. Thus, the researcher will take "An ESP Target Need Analysis for Physiotherapy Class in *STIKES Delima Persada Gresik*" as the title of the research.

As explained earlier, Physiotherapy is the latest department in *STIKES Delima Persada* in which the teaching tools such syllabus, materials, moduls and lesson plan are available without any needs analysis before. Whereas, to design an effective teaching learning process, needs analysis is important. By conducting this research, it is expected to make the teaching learning process in Physiotherapy become meaningful for the students.

1.2 Statement of the Problems

In regards to the background of the study, the researcher intends to formulate these following problems:

1. What are the target needs of Physiotherapy students in *STIKES* Delima Persada Gresik in learning ESP?
2. How do the students' ESP target needs match the ESP syllabus of Physiotherapy department at *STIKES* Delima Persada Gresik?

1.3 Purposes of the Study

In line with the research problems, this study aims at these following purposes:

1. To explain the target needs of Physiotherapy students in *STIKES* Delima Persada Gresik in learning ESP.
2. To match between the students' ESP target needs and the ESP syllabus of Physiotherapy department at *STIKES* Delima Persada Gresik

1.4 Significance of the Study

The results are projected to give contribution both theoretically and practically in relation to ESP learning. **Theoretically**, the results are expected to enrich the literature of English teaching through the needs analysis of English for Physiotherapy in which the discussion is still limited especially on practical findings in EFL context. **Practically**, the results can be implemented in *STIKES* Delima Persada, especially for the teaching learning process of English for Physiotherapy course. It can be used as a guideline before developing proper materials of ESP subject for Physiotherapy class.

1.5 Scope and Limitation of the Study

The scope of this study is on the analysis of students' target needs of English for Physiotherapy class in *STIKES Delima Persada Gresik*. It focuses on the classification of target needs; *necessities*, *lacks* and *wants* of Physiotherapy students at *STIKES Delima Persada Gresik* in learning ESP. Besides, the focus is also about the conformity between the target needs analysis result and the components of the ESP syllabus. Next, this study is limited on the first and third semester students of Physiotherapy at *STIKES Delima Persada Gresik* who join English for Specific Purposes (ESP) courses. Both scope and limitation will lead the research to specific investigation related to the needs analysis of English for Physiotherapy course in *STIKES Delima Persada Gresik*.

1.6 Definition of the Key Terms

To avoid misunderstanding and misinterpretation of this study, the definitions of the key terms are presented as follows:

Needs Analysis is a set of tools, techniques, and procedures for determining the language content and learning process for specified groups and learners (Nunan D, 1999). In this study, the needs analysis is used to investigate the language content of ESP course for students of Physiotherapy in *STIKES Delima Persada*.

Target Needs what the learner needs in target of situation (Hutchinson and Waters, 1987:55). It includes *necessities*, *lacks* and *wants*. In this context, it is related to the *necessities*, *lacks* and *wants* of ESP Physiotherapy students.

Necessities are type of target needs which determine what the learner has to know in the target situation (Hutchinson and Waters, 1993). In this study, they include

what students have to learn in order to become a good physiotherapist. It is more about the objective of learning needed in ESP for Physiotherapy class.

Lacks are what the learners already know and what they are deficient in, or in other words, what they ignore or cannot perform in English (Hutchinson and Waters, 1993). In this context, it is a gap between the knowledge needed in the target situation and the initial capability of ESP Physiotherapy class students.

Wants are learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course (Hutchinson and Waters, 1993). In this study, it is what the students wish to learn. They take an active role to determine what they expect for the ESP class which can be in terms of material, skills also the objective.

Physiotherapy is one of the major in *STIKES Delima Persada Gresik* which has ESP as one of the course subjects. ESP is delivered at the first and second semesters.

Syllabus is meant as a formulation of linguistic content that is arranged into teachable and learnable units as well as arranged in a rational sequence (Richards, 2013). In this study, it is the syllabus used for the ESP class of Physiotherapy in *STIKES Delima Persada Gresik*

2. REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of this research. It relates to the discussion on the teaching of ESP, needs analysis, approach in needs analysis, target needs and previous studies.

2.1 Teaching of ESP

Previously, the reason for learning English had not been well defined. Mostly, it is regarded as one of the subject in education without considering its necessary. But, as English became a lingua franca, it influences the paradigm of learners who knew specifically why they were learning the language (Hutchinson and Waters, 1993). The significant impact of this development is on the language teaching performance which used to deliver the required goods (re: English). Now, it focuses on the wishes, the needs, and the demands of the learners rather than the language teacher.

Designing an effective ESP course is a matter on how to answer certain questions reflecting to the subsequent process of designing the syllabus, writing the materials, teaching the classroom and doing the evaluation. Moreover, the basic questions are investigated based on the consideration of these three items; language descriptions, theories of learning and needs analysis (Hutchinson and Waters, 1993). The relationship of those three items in conducting an ESP course can be imagined as this figure.

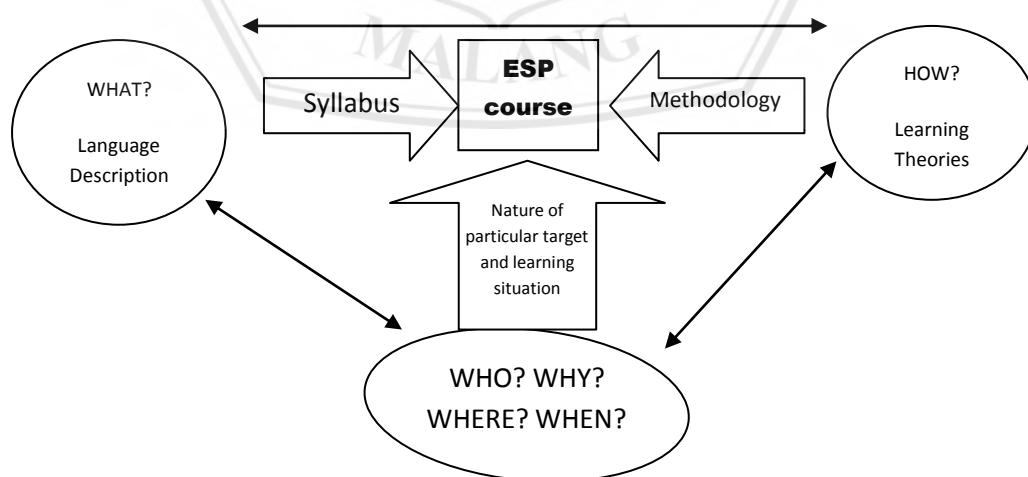


Figure 2.1. Factors affecting the ESP course by Hutchinson and Water (1993)

There is a clear distinction between the language description and the learning theory. The language description refers to the way of analysing and describing the language. The terms structural, functional and notional which explain how the language used to be, properly belong to this area. The learning theory includes how the people learn the language. It is about the methods used to understand how people learn something including the language itself.

Besides the two factors, needs analysis is also worth taking factor to this part. The design of ESP course can not be separated from the existence of needs analysis process. The discussion about how analysing the needs will be more elaborated as follows.

2.2 ESP Syllabus Development Based on Needs Analysis

The ESP is designed to be largely professional-oriented and attempts to focus on terminology used in particular contexts. The teacher who is willing to establish a successful ESP course is at some point compelled to make use of a needs analysis. It is extremely important to understand why the student is inclined to learn a new language and he will be using it, as goals of the course change accordingly to the needs of the learner. After all, the needs analysis result will be used as the design of the ESP syllabus.

2.3 The Components of ESP Syllabus

Syllabus is meant as a formulation of linguistic content that is arranged into teachable and learnable units as well as arranged in a rational sequence (Richards, 2013). It is a document which consists essentially, of a list (Ur,1991). The list specifies the things that are taught; yet, it considers the target learners' needs. Sujanarko (2014) states that syllabus is a document that presents learning

outcomes into material substation enclosed in a form of course and practicum. Thus, it can be concluded that syllabus is a document which contains a lists of selection components of a certain course.

In general, there are five components of syllabus; 1) course description, its goals and its objectives, 2) the structure of the course, 3) learning outcomes and learning activities, 4) assessment and evaluation practices, 5) information of activities and assignments (Cohen et al, 2008). Similarly, Ur (1991) defines six characteristics of a syllabus such as; 1) content items (words, structures and topics), 2) process items (tasks, methods), 3) explicit objectives, 4) time schedule, 5) methodology or approach, 6) materials.

In Indonesia context, the term syllabus is mentioned in *Peraturan Pemerintah Republik Indonesia No. 13 Tahun 2015 Pasal 1 Ayat 18* about Education National Standard as a lesson plan of a certain course which covers core competence, basic competence, material, learning activities, assessment, time allotment and sources. The latest curriculum in Indonesia is known as Indonesia Qualification framework (IQF). It sets a specific qualification and criteria for each levels. *STIKES Delima Persada Gresik* includes in the Diploma level. So, it uses the criteria of qualification level 5 as the reference to construct a syllabus.

In this study, more specifically, the researcher only focuses on the components which are related to the target needs analysis, such as course identity, program learning outcomes, course learning outcomes, topic/materials and time allotment. The others will be included in the analysis of students' learning needs.

2.4 Needs Analysis (NA)

The nature of needs is stated by Richard (2001) which identified needs as dependent on judgements, reflects, interests and values of those making such a judgement. Another notion of needs is one way of conceptualizing the needs by distinguishing it into objective and subjective (Richterich, 1980). Later, the needs of learners will be identified in a certain process called needs analysis (NA).

The purpose of the NA is not only the identification of elements but to establish relative importance in order to find out what is desirable for the course (Gillet 1973; Chancerell 1987 cited in Basturkmen, 1998: 2). Richards et al. (2002, p. 353) broadly defined NA as follows:

Needs analysis (NA) is the identification of priorities, problems and difficulties faced by the learner in the learning proces. Needs analysis: it is “(In language teaching and language program design) the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, observation).”

There is a basic distinction between target needs and learning needs. The target needs identifies what learners need to do in a target situation. On the other hand, the learning needs concerns what the learners need to do in order to learn the target language. It can be illustrated as follows:

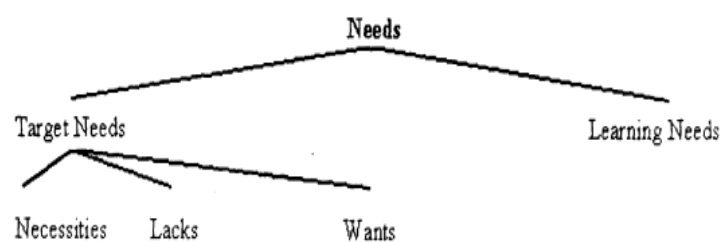


Figure 2.2. NA process promoted by Hutchinson and Waters (1987)

For this research, it will concern on the NA process in English for Physiotherapy class in STIKES Delima Persada Gresik. The theory used in this research is related to the NA process promoted by Hutchinson and Waters (1987) in which the idea will discuss about the target needs and learning needs of the ESP course. To become more specific, the scope of this research will be limited on the identification of target needs as the earlier parts of NA. At the end of this research, it will be suggested to continue this process into the learning needs in order to accomplish the whole sets of NA.

2.5 ESP Target Needs

The next, it is about the discussion of target needs. It is the variable of this research which also becomes the scope of research. As mentioned earlier, English for Physiotherapy in STIKES Delima Persada Gresik is a new course, therefore NA process is needed to be conducted. It is aimed at providing an effective and efficient course for the learners. Thus, the researcher focuses on the analysis of target needs in ESP for Physiotherapy course to reach the first step of the NA process.

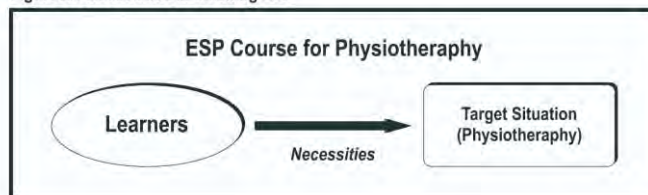
There are three important distinctions in the target needs. They are *necessities*, *lacks* and *wants* which identify the specific conditions in the target situation.

2.5.1 Necessities

The *necessities* are type of target needs which determine what the learner has to know in the target situation. For instance, a physiotherapist might need to understand about part of body, the way to do an exercise, the way to ask and give information while in the service, letters of recipes and so on. In regard to them,

the linguistic features, discourse, functional, structural and lexical language which are commonly used in the situation identified are essential.

Figure 2.3 *Necessities in Learning ESP*

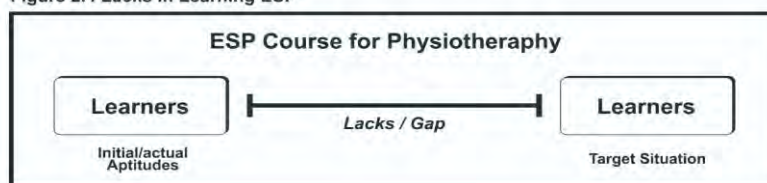


2.5.2 *Lacks*

Besides the identification of necessities, other type of target needs is the *lacks*. To identify what the learners already know is sophistically needed in order to decide which of necessities in the learners lack. In other words, it is more about target proficiency of the learners that is needed to be fulfilled. The NA process will literally match between the target proficiency and the existing proficiency of the learners. The gap between the two proficiencies can be referred as the learners' lacks.

Lacks are what the learners already know and what they are deficient in, or in other words, what they ignore or cannot perform in English. Subsequently, *lacks* are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language course.

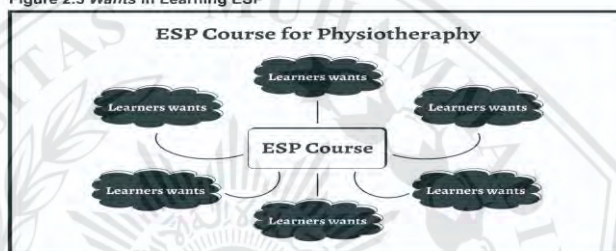
Figure 2.4 *Lacks in Learning ESP*



2.5.3 Wants

In other words, *wants* are learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course. Usually these needs are very personal; therefore they are sometimes called 'subjective'. In fact, these wants are very real, and may conflict with the necessities as perceived by the course designer. Therefore, ways must be found to accommodate them. In this respect, individuals' wants cannot all be accounted for; however, the wants of the majority can be discussed and partially met.

Figure 2.5 Wants in Learning ESP



As the illustration, it is what Hutchinson and Waters (1993) told on his book. It describes some of the learners' conditions which are correlated to the definition of *wants*.

- (i) Karl Jensen is a German Engineer who has important needs to read text in English. He also needs to talk in English, occasionally, for a certain important meeting with colleagues. He works in a multinational company where the colleagues come from overseas and took English as the outside national communication boundaries. Quantitatively, the analysis shows that the need of Karl Jensen will be much more on reading, because it is frequently used on his work. But, he feels stronger need to improve his oral skill. Therefore, Karl Jensen sees his greatest needs as being his improvement of his oral proficiency.
- (ii) Li Yu Zhen is a Chinese student majoring Chemistry who is going to study in US. She needs to be able to make social communication using English. Fluency, therefore, is her greatest needs. However, she prefers to study more about grammatical accuracy in order to pass her test. It is the requirement to be accepted for her course.
- (iii) Jose Lima is a Brazilian salesman. He needs to be able to communicate with the customers or other colleagues well using English. He is a sociable man and gets easily close to the people. His spoken English is not accurate, but

fluent, that is why his employer feels that Jose needs a greater spoken English proficiency. He joined the course, but feels that English courses becomes as criticism for his performance. Thus, he feels demotivated and uncomfortable with the class.

The case studies above show that between the needs of the learners and the wishes or the needs of the third parties (ESP teacher, course designer or the administrators) are irrelevant somehow. 'Bearing in mind the motivation of learners during the course, their *wants* cannot be ignored' (Hutchinson and Waters, 1993). Thus, identifying the learners' *wants*, will gain a better course for themselves.

2.6 Previous Studies

Typically, NA is already done by some other language program designers, especially for ESP course. The following overview provides a result of recent studies in NA conducted in different parts of the world.

Behzadi & Lashkarian (2015) conducted a needs analysis in terms of their perceptions of three subcategories of needs, *necessities*, *wants*, and *lacks*, and reasons for students' course enrollment. A questionnaire was administered to 70 non-English major undergraduate students, who had already passed EGP and ESP classes. The findings indicate that the students had different perceptions of *necessities*, *wants*, and *lacks* in the different language skills taught in EGP and ESP/EAP courses. Moreover, there was noticeable discrepancies between the students' perceptions of needs and the actual courses they took. When it compares to this research, the focus is similar at the point of analysing the needs (necessities, lacks and wants) in ESP class. Thus, some of the way in collecting the data can be adapted.

Abdelgawad and Munir (2012) conducted a needs analysis study to identify the academic English language target needs of the undergraduates of the Faculty of Applied Science (FAS) at Al-Aqsa University (AU) guided by Hutchinson and Waters' (1987) framework. This study surveyed the perceptions of 180 FAS students at AU about her present academic English language proficiency, the academic English language skills which are necessary for their academic study, and the English language skills they desire to learn. The findings of the study showed that the English language was largely used in the process of learning/teaching at the FAS of AU. The results also indicated that, according to the students' perceptions, the most important academic English language skill for the FAS students' study is reading comprehension, followed by listening comprehension, and then writing. The research focuses on the necessities of the students while learning English. It is one of the point that will be analysed in this research. Although, this research has more complexity in terms of finding all categories of the needs (lacks and wants) and its conformity with the recent syllabus.

3. RESEARCH METHOD

In this chapter, the researcher presents the review of the research method. It contains five points; the research design, the setting of the research, the research subject, the data collection technique, and the data analysis.

3.1 Research Design

Research design is a way to obtain accurate, reliable and relevant information to conduct a research (Fraenkel & Wallen, 2009: 4). This is why the

research design is important as a guideline to conduct the research. It enables the researcher to collect and analyze the data.

This research used descriptive qualitative method as the design. The data were obtained from interview, questionnaire, observation and documentation. By using the triangulation method, it was expected that the researcher were able to collect and analyze the ESP target needs of Physiotherapy students. To match the conformity of it with the ESP syllabus in *STIKES* Delima Persada Gresik holistically, the researcher used tabulation.

3.2 Research Setting

The setting of this research was *STIKES* Delima Persada Gresik which was located at Proklamasi street, No. 54, Tlogobendung, Gresik, East Java 61111. It was selected as the research setting because, based on the researcher's preliminary observation, it was found that there were some problems faced by the lecturer before constructing the module which was related to the needs analysis. Thus, the researcher planned to conduct this research in order to solve the problems.

3.3 Research Subject

To select the research subject in this study, the researcher used purposive sampling technique. McMillan (2001) stated, in purposive sampling (sometimes referred to purposeful, judgment or judgmental sampling), the researcher selected particular elements from the population that became the representative or informative about the topic. In this study, the researcher made a judgment to select some stakeholders who were proficient and were able to give accurate information which was relevant with the purpose of this study.

The subject of this research was the students of Physiotherapy class who joined the ESP course. They were students of the 4th semester who had already taken the ESP course and the 2nd semester students who were still taking the ESP course. The authoritative subjects were expected to provide the valid data of ESP students' target needs analysis. It did not need to take the data from 20 students. When the data were saturated, the researcher stopped to take the data from the subjects.

3.4 Data Collection Technique

This section describes the techniques and instruments used to collect the data. This research used interview, questionnaires, observation and documentation as the techniques and the interview guidelines, the questionnaires, the observation checklist and the syllabus documents as the instruments. The detail information about the techniques and the instruments is explained as follows.

3.4.1 Interview

Interview was used to collect the data of this research. The researcher used semi structured interview while gathering the data (see appendix 2). It was aimed at identifying the ESP students' target needs as the answer of the 1st research question. Thus, the interviewee had to know their the target needs including necessities, lacks and wants of ESP subject in Physiotherapy class. The researcher interviewed the Physiotherapy students of 2nd and 4th semester who joined the ESP class. There were 20 students in the 2nd and 4th semester. The researcher used purposive sampling and snowball technique for this research.

The researcher conducted the interview with the 2nd and 4th semester students of Physiotherapy in STIKES Delima Persada Gresik. There were 8

students who became the interviewee chosen randomly by the researcher. The researcher stopped the interview when the data collected was already saturated. The interview guideline (see appendix 2) was applied to get the data related to the target needs analysis.

3.4.2 Questionnaire

In the first chapter, the 1st research question dealt with the analysis of target needs in ESP Physiotherapy students of *STIKES* Delima Persada Gresik. To answer it, the researcher used the questionnaire which was given to the students of 2nd and 4th semester who joined the ESP course. It covered the items to describe necessities, lacks and wants of the students in a certain target situation. The researcher distributed the questionnaire randomly to the 20 students. It can be seen in the appendix 3. It was distributed to 15 students of Physiotherapy in *STIKES* Delima Persada who joined the ESP class. They were chosen randomly as the representatives of the 20 students.

There were three groups of questions which were aimed at analysing the students' target needs analysis including *necessities*, *lacks* and *wants*. The questions number 1, 2, 3, 4, 5 and 6 were designed to gain the information about the *necessities*. The questions of 7 to 9 analysed specifically into the *lacks* of the students and gave more detail analysis of skills owned by them. Questions number 10 up to 20 elaborated the *wants* of the students. The set of questions were adapted from the questionnaire used by Hossain (2013) in his study about ESP needs analysis.

3.4.3 Observation

The observation was used to see the real condition of the students and the teaching and learning activities. It observed the situation and interest of the students in ESP learning process. It was aimed at supporting the qualitative data to answer the 1st research question related to target needs analysis. In this research, the researcher became the non-participant observer. In this case, the researcher took part only as the observer. As the instrument, the researcher used recording observation to report the ESP learning process.

3.4.4 Documentation

The documentation was applied to analyse the 2nd research question. It concerned about the conformity of ESP students' target needs and ESP syllabus of Physiotherapy department in *STIKES* Delima Persada Gresik. The researcher conducted a document analysis as the instrument.

To gather the data, the researcher used the syllabus checklists (see Table 3.1) as the parameter. It was matched with the result of target needs analysis result. The conformity only focused on the components that were suitable with the target needs analysis.

The data of target needs analysis result and syllabus checklist were compared in the form of table. The conformity of them was checked. The difference was suggested to be revised.

Briefly, the data needed to answer the research questions was collected by using several techniques and instruments. The following table showed all the items:

Table 3.1 Data Collection Techniques

| Research Question | Research Data | Source of Data | Technique Used | Instruments Used | Data Form |
|--|--|--|---|--|---|
| What are the ESP target needs (necessities, lacks, and wants) of Physiotherapy students in <i>STIKES</i> Delima Persada Gresik? | The ESP students' target needs | The physiotherapy students in <i>STIKES</i> Delima Persada Gresik | Questionnaire, Semi-structured interview, Observation | Questionnaire, interview Guidelines, Field notes Observation | Questionnaire: Quantitative data Interview and observation: Qualitative data |
| How do the students' ESP target needs match the ESP syllabus of Physiotherapy department at <i>STIKES</i> Delima Persada Gresik? | The conformity of ESP syllabus and ESP students' target needs | The students' ESP target needs and the ESP syllabus of Physiotherapy department at <i>STIKES</i> Delima Persada Gresik | Documentation | Document analysis | Qualitative data |

The subjects of questionnaire and interview were chosen randomly. The data was fulfilled when all of the instruments covered the answer of the research questions. In addition, when the data were saturated, the researcher continued to the next step, that was data analysis.

3.5 Procedures in Collecting the Data

In collecting data, there were some steps to do. The data were collected by applying these following steps:

1. Communicating the purpose of this research to the lecturer, the administrator, and the students.
2. Interviewing the students about ESP students of Physiotherapy target needs.
3. Giving the questionnaire to the students related to the target needs.
4. Observing the class to collect the supporting data related to the target needs.
5. Matching the document by elaborating the conformity between the ESP syllabus of Pysiotherapy and the result of ESP students' target needs in the form of table.

3.6 Data Analysis

Data analysis is the steps to make the collected data relevant with the purposes of the research. To analyze the data, the researcher followed ‘these three current flows of activities; data reduction, data display, and conclusion drawing/verification’ (Miles and Huberman, 1994).

The first step of the data analysis was data display. The researcher displayed the related data which were gained from the questionnaire, observation checklist and interview guidelines. All the data was triangulated and analyzed in the next step.

The second step was data reduction. The researcher selected the raw data from the questionnaire results, observation checklist and interview guide. The next, they were simplified to be meaningful parts, and organized referring to the statement of the problems. The irrelevant data was reduced.

Before drawing the conclusion, the researcher also used tabulation for analysing the data. It compared between the document of recent syllabus and the result of the target needs analysis. The analysis was described in the form of table.

The third step was drawing the conclusion. It was about answering the research questions by using the data. Moreover, the researcher gave some judgements and conclusions related to the result.

Besides, this research also used triangulation in order to triangulate all the data, to have the accuracy and relevancy in answering the research questions. To make sure that all the data was coherent and appropriated, this step was ultimately used.

4. RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings of the research and the discussion of the findings. The findings and the discussion will elaborate the result of the target needs analysis and the conformity of the target needs with the syllabus.

4.1 Research Findings

This section presents the findings of the research which cover the ESP target needs of the Physiotherapy students in *STIKES* Delima Persada Gresik and the way of the students' ESP target needs of Physiotherapy students of *STIKES* Delima Persada Gresik matches the ESP syllabus.

4.1.1 The ESP Target Needs of Physiotherapy Students in Learning ESP

The result of the data analysis showed that the ESP target needs of Physiotherapy students could be categorized into three; *necessities*, *lacks* and *wants*. It would be described as follows.

4.1.1.1 *Necessities*

In simple words, *necessities* can be referred as the objective of learning in the specific target situation. In this context, the target situation is related to the major of Physiotherapy.

After triangulating all the results, the *necessities* of ESP Physiotherapy students in *STIKES* Delima Persada Gresik can be classified into three items. **Firstly**, they needed to increase their skill level, from average to advanced. The data showed that all the students had low to medium (average) skills in English (see Appendix 6, Item 3); whereas, if they become the Physiotherapist in the future, surely they will need the advanced skill.

Secondly, they needed additional activity in English. All the students only studied English in their class during the ESP course. They did not have activity or group work which gave them chance to speak or do activities by using English. As their thought, ESP class was the only media to learn English (see Appendix 6, Item 13). Thus, they needed some duties or group work outside the ESP course. It was related to their hobbies or group community activities which could encourage their willingness to study English with more fun and relaxed atmosphere.

R: *Oh gitu.. dari semua itu kira-kira menurut kamu nih. Kamu kan membayangkan kamu sudah jadi fisioterapis nih kalau sudah lulus. Materi yang disampaiin itu sudah cukup belum? Atau masih perlu ditambahin lagi.*

(what do you think? **Is it covered all your needed** when you become the physiotherapist?)

S: *Kalau menurut saya sih belum cukup. Masih ada yang harus ditambahin..*

(I don't think so)

R: *Kira-kira apa yang perlu ditambahin?*
(any addition?)

S: *Tentang bekal ilmu tentang itu.. kemampuan prakteknya..*
(about the practical knowledge)

R: *Maksudnya prakteknya hubungan dengan bahasa Inggris nih. Hubungannya sama bahasa Inggris? Praktek gimana maksudnya? Praktek pengucapan atau gimana?*

(Sorry? What do you mean?)

S: *Praktek komunikasi*

(Practicing how to communicate)

R: *Ooh lebih.. lebih kayanya butuh waktu untuk praktek lebih banyak ya?*

(Well, I see. **So you think, it needs more portion in practicing how to communicate**)

S: *Iya*

(Definitely)

(Appendix 7, lines 97-104)

The conversation above showed the students' view that they needed more additional activity in English. They thought that the lessons did not cover all their needs. They needed practical activity especially in such a way on how to communicate with others using English.

Thirdly, they needed more portion in speaking skill. Most of the students wanted to be a physiotherapist who worked in the hospital or medical clinic (see Appendix 6, Item 11). As the physiotherapists, they used English when they received the call and talked with the patients who were native speakers or spoke other than Indonesian (see Appendix 6, Item 8). Besides, they also needed to prepare their academical activity dealing with the research, especially when they did it in overseas, such as doing presentation or having conversation with other people. So, preparing them with a good speaking capability was totally essential. It did not mean that the other skills could be ignored, but it was a matter of adding the percentage of speaking skill rather than the other skills.

R: *Untuk menjadi seorang Fisioterapi, materi bahasa Inggris apa yang kamu butuhkan?*

(To become a physiotherapist, what kind of material do you need?)

S: *Dialog miss ketika menangani pasien*

(How to make a dialogue with the patients)

R: *Ada lagi ngga selain itu?*

(Anything else?)

S: *Ngga ada miss, lebih penting itu.*

(No others, that is the most important one)

(Appendix 7, lines 12-15)

The conversation indicated the material needed by the students. It was about how to make a dialogue with the patients. Thus, it showed that they needed to learn speaking.

R: *Mmhh gitu.. okay.. kira-kira nih kamu kan mau jadi fisioterapis besok. Menurut kamu bahasa inggrisnya kepakai nggak ketika kamu jadi fisioterapis?*

(Well, when you become a physiotherapist, will you use English or not?)

S: *Ya sebagian mungkin kepakai kan. Dan mungkin setelah besok kita lulus itu bagaimana.. bisa saja klien-klien kita dari luar negeri atau asing yang tidak ngerti bahasa Indonesia.*

(partly yes. It is possible when we face our clients who are the foreigners)

(Appendix 7, lines 62-63)

The conversation above explained the urgency of using English in the future job. The student stated that it might be used to face the clients. In other words, English was definitely important to support their performance when they spoke with the clients who were foreigners.

R: *Oh belajar di Pare, kira-kira ini kan sudah jadi fisioterapi. Kebayang gak kalo belajar bahasa Inggris buat fisioterapi itu dipakai pas apa nanti?*

(Oh, I see. Well, related to the physiotherapy, can you imagine, what for do you learn English?)

S: *Kalo menurut saya sih mungkin dipakai pada saat kita mendapatkan pasien dari luar negeri atau pasien yang menggunakan bahasa inggris, kita bisa menggunakan bahasa inggris juga.*

(For me, it **can be used when we face foreigner patients**)

R: *Mmmhh begitu, menggunakan bahasa inggris ya untuk pasiennya. Selain itu kira-kira ada lagi nggak?*

(any else?)

S: *Untuk menambah wawasan juga supaya kita selain berbicara bahasa Indonesia, bisa berbicara bahasa sendiri kita juga bisa berbicara menggunakan bahasa dari Negara lain. Yang sekarang bahasa inggris itu kan bahasa yang diwajibkan di perguruan tinggi juga.*

(To enhance our knowledge, **especially to speak English**. I think English is also a mandatory language for university level)

(Appendix 7, lines 91-94)

The conversation supported the data that the students needed to learn speaking in their ESP Physiotherapy class. The function of speaking was to help them when they faced the foreigner patients.

4.1.1.2 Lacks

Subsequently, *lacks* are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes and the one which is required after the accomplishment of the language course.

According to the result of the data analysis, there were three things which were categorized as the *lacks* of ESP Physiotherapy students of *STIKES Delima*

Persada Gresik. **Firstly**, it was the lack of English skills. The data showed that the students were poor in comprehending the idea of the paragraphs in journals or literatures of the Physiotherapy major which were delivered in English version (see Appendix 6, Item 22). Moreover, their speaking skills were below average. They could not deliver their opinion about a certain point of lesson in English.

T: *Apa saja itu?*

(What are they?)

S: Korset, wrapping.....

T: **What do you call that?**

S: HH??

T: ***Apa namanya?*** (translate the language)

(What do you call that?)

(Appendix 8, lines 62-63)

During the lesson, the teacher used English. Unfortunately they did not get the meaning. So, the teacher translated it into *bahasa*. Ideally, they needed to perform good English skill, especially speaking which took highest percentage (see Appendix 6, Item 7). However, the conditions showed the vice versa.



Picture 4.2 The lecturer delivered the material for the students. She delivered the material using English, then translated it into Indonesia.

In Picture 4.2, it showed that the teacher tried to explain the material using English. The students listened the explanation carefully and also looked some guidance in the module. When the teacher asked them some questions using English, they could not answer and chose to keep silent. The teacher triggered

them to answer the question by giving the clue, sometimes she translated the language into *bahasa*.

Secondly, it was about the lack of some competences in the four skills. The researcher tried to identify the weaknesses of the students in the four skills; reading, listening, speaking and writing (see Appendix 6, Item 20-23). In **reading skill**, 40% students were unable to read ‘actively’ – using a dictionary, guessing or asking about unknown words. Then, there were 60% students who were unable to comprehend the relationship between sentences. In **listening skill**, 20% students were unable to adapt the way they listened according to the text and the reason for listening. It was about 6.67% students who were unable to recognize the features of spoken English. Then, 6.67% students who were unable to use visual and textual clues to help them. Also, there was 6.67% students who were unable to listen actively – ask for repetition, clarification, etc. In **speaking skill**, they could not speak with grammatical correctness (13.33%). It was about 80% students who could not speak fluently. They could not speak in context, with fluency and intonation (6.67%). In **writing skill**, they could not write grammatically correct sentences (6.67%). Mostly, they could not create well-organized paragraphs (80%) and 13.3% students could not produce analytical, coherent and cohesive writing.

Thirdly, it was the lack of interaction. It was related to the students’ participation during the learning process. When the researcher observed in the class, the teacher did discussion session with the students. During the discussion, the teacher dominated the situation, and the students were mostly quite. In this case, the students did not know how to respond their teacher using English.

T: Now, let's try to describe. *Contoh, ini ada mouse untuk komputer.*
The first, you may say what is the name of the things. It is a mouse.
What else?

(Now, let's try to describe. For example, this is mouse for the computer. The first, you may say what the name of the things is. It is a mouse. What else?)

S: **(Students keep quiet)**

T: Ghozali?

S: **(Students keep quiet)**

S: It is.. (want to talk but in doubt)

T: *Coba yang keras..*

(Louder, please)

S: **(Declining the request)**

T: *Loh, salah nga papa nanti saya perbaiki*

(Don't worry, I'll help you)

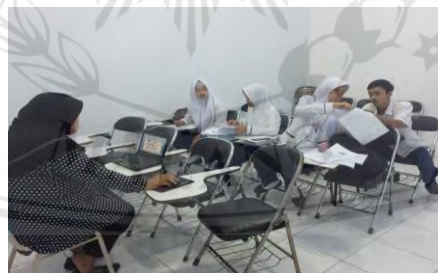
S: The color mouse black

T: The color is black. *Apalagi?*

(The color is black. Any else?)

(Appendix 8, lines 145-154)

The condition was also related to their capabilities which were still low, especially in spoken language. As the physiotherapist would be, they needed to be fluent to connect with the patient or other people by responding the conversation. However, the initial condition was still far to the target situation.



Picture 4.3 Group work discussion

To increase the participation of the students, the teacher did a group work activity. In the picture 4.3, students had some duties to answer the questions in the module. After that, they were asked to present in front of the class. The teacher expected that they could make a discussion and interact each other using English.

4.1.1.3 Wants

Wants are learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course. These needs are very personal; therefore they are sometimes called 'subjective'.

The results showed that, **firstly**, they wanted to learn a lot about speaking. They expected that ESP course could develop their professional communication skill (see Appendix 6, Item 25-27). Moreover, they wanted to improve some of job skills such as asking giving information and presentation skill.

R: *Kalo dari 4 skill yang ada di bahasa inggris; menurut kamu yang pingin kamu pelajari itu di skill apa? Lebih ditekankan di skill apa?*

(Related to the 4 skills in English, which one do you really emphasis to be learnt?)

S: *Mungkin speaking nya*

(It is more about speaking)

R: *Kenapa?*

(Why?)

S: *Karena kadang kan pengucapan sama tulisannya berbeda kalo di bahasa inggris. Mungkin belajar di speakingnya itu, apa yang kita dengar kan dengan tulisannya tidak sesuai.*

(Because, somehow between spoken and written are quite different. **We learn the speaking first, then we could better in writing**)

(Appendix 7, lines 78-81)

They clearly expressed their *wants* to learn speaking. According to the students, it became the most priority to be learnt. After mastering the speaking ability, they thought it could be easier to learn other skills such as writing.

R: *Materi apa yang menurut kamu paling penting, maksudnya yang paling kamu butuhin untuk menjadi fisioterapis?*

(what is the most important topics? **What do you need the most?**)

S: *Materinya itu kaya cara kita komunikasi dengan pasien, itu juga wajib. Terus pengenalan alat-alat, cara menangani pasien dan cara penggunaan alat-alat..*

(topics **like how we communicate with patient**. That is a must. Then introduction of tools, how to handle patient and how to use tools..)

(Appendix 7, lines 53-54)

The conversation showed the type of speaking material that was possibly used for them. They wanted to learn the topic of how to communicate with the patients. Actually, this *wants* was in line with the *necessities* of the students. As the physiotherapist, objectively they needed to have a good performance when they communicated with the foreigner patients.

Secondly, they wanted to learn about writing. Beside speaking, they also wanted to improve their writing skill, especially how to write a recipe and medical report. They expected that the material could be given in such a real context. It was also good if they had experience to visit hospital or to see the medical report for physiotherapist.

R: *Oh baik. Ada empat skill ya di bahasa inggris; ada listening, reading, writing dan speaking. Dari empat itu yang kira-kira kamu pingin banget kamu kuasai itu yang mana?*

(There are four skills in English, **which one do you prefer to learn the most?**)

S: *Kalo menurut saya sih mau menguasai speaking sama writing nya.*

(For me, mastering the **speaking and writing**)

R: *Kenapa itu?*

(Why so?)

S: *Soalnya pada saat kita berbicara, kita juga butuh ketika pasien datang untuk menulis atau mencatat keluhan-keluhan pasien dengan bahasa inggris.*

(Because, later we need to speak, especially with the patients, also, **to write the symptoms or diagnose of the disease using English**)

R: *Oh jadi korelasinya disana ya?*

(Oke, I got your point)

(Appendix 7, lines 111-115)

The conversation showed that beside speaking, the students also wanted to learn writing skill. Specifically, they mentioned some topics that they wanted to know more. They were the topics on how to write the symptoms and how to write the diagnose of the disease using English.

R: *Oh gitu baik. Kalau materinya? Materi yang sudah disampein kira-kira ada penambahan lagi gak? Topiknya gitu ada yang perlu ditambahin lagi nggak menurut kamu?*

(What about the topics? **Any addition?**)

S: *Ada*

(Yup)

R: *Apa itu yang perlu ditambahin?*

(What is it?)

S: *Tentang itu.. penyusunan buat nanti pada saat kita TA. Untuk mengumpulkan tugas akhir.*

(About how **to construct the thesis, or submitting the final project**)

R: *Oh semacam writing report gitu ya yang perlu ditambahin?*

(Is it about **writing report?**)

S: *Iya*

(Yes)

(Appendix 7, lines 105-110)

In addition, the conversation above also gave the information about other topics of writing activity that the students wanted to be learnt. It was about how to construct the thesis and submitting the journal in English version.

4.1.2 The Conformity of Students' ESP Target Needs of the Physiotherapy Students and the ESP Syllabus

The syllabus provided the learning concept of the ESP course. The lecturer used the latest format which referred to the *Kerangka Kurikulum Nasional Indonesia (KKNI)*. Beside the general information of the ESP corse, the syllabus also covered the learning outcome, the lists of materials, the method/strategy, and the assessment process. Then, the syllabus was compared with the result of target needs in the discussion. The format of the syllabus could be seen in Appendix 5.

To answer the second research question which focused on the conformity between the result of target needs and the syllabus used by the lecturer, the research needed to compare both the syllabus checklist and the results. The comparation was adjusted to the content of target needs. There were there

categorizations of the conformity; high conformity, low conformity and not available.

The high conformity showed that all the target needs results were already covered by the syllabus without any suggestion. The low conformity was category in which the syllabus covered some parts of the target needs but still needed the suggestion. The last, not available where there was no confirmity between the syllabus and the target needs result. The result could be seen in Appendix 6. Shortly, the level of conformity can be seen in the table 4.1.

Tabel 4.1 The Level of Conformity

| Target Needs | Items | Conformity Level |
|--------------------|---|------------------|
| <i>Necessities</i> | They need to increase their skill level, from average to be advanced. | Low Conformity |
| | They need additional activity in English. | Not Available |
| | They need more portion in speaking skill. | Low Conformity |
| <i>Lacks</i> | It was the lack of English skills. | High Conformity |
| | It was about the lack of some competences in the four skills. | Low Conformity |
| | It was the lack of interaction. | Low Conformity |
| <i>Wants</i> | They wanted to learn a lot about speaking. | High Conformity |
| | They wanted to learn about writing. | Low Conformity |

4.2 Discussion

After analysing all the findings, the researcher discussed and compiled them in order to answer the research questions. There were two research questions; the result of students' target needs and the conformity between the result and the syllabus. The discussion would be elaborated as follows.

4.2.1 Result of the Target Needs

This section discussed the results of the current study in terms of the three aspects (*necesities, lacks, and wants*) of Hutchinson & Waters' (1987) target needs framework.

The study had revealed that there were three *necessities* for the physiotherapy students' of their ESP courses at *STIKES Delima Persada Gresik*. To be a good physiotherapist, they needed to have advance skill, thus they needed to increase their skill level. To enhance it, they also needed extra activity using English. The most currently needed skill was speaking which could be used in their travel profession/job especially when they met the foreigner patients in the hospital. Thus, they considered the ESP course to be very important for their academic study and their future career. This result accorded with the findings of Evans & Gren (2007), Alastal & Shuib (2010), and Al-Tamimi & Shuib (2010) as their studies, which were conducted on non-English native speaking undergraduates studying scientific subjects in their countries. It was found that ESP was very important for the students' academic study.

The results of the study revealed that the physiotherapy students at *STIKES Delima Persada Gresik* desired to improve their proficiency, especially in their speaking and writing skills. Actually, the data also showed that students wanted to learn about listening and reading. Basically, skills in English are integrated each other, both of the receptive skill (listening and reading) and productive skill (speaking and writing). By means, in this context, the productive skills accommodated the receptive skills. In addition, the researcher also considered the *wants* which were related to the target situation as the physiotherapist.

4.2.2 The Conformity of Students' ESP Target Needs of the Physiotherapy Students and the ESP Syllabus

After comparing the syllabus and the result of target needs, mostly all the *necessities*, *lacks* and *wants* already confirmed, whether there were some parts that were not covered. For the *necessities*, all items were confirmed whether there were some suggestions. For the *lacks*, the second part did not confirm by the syllabus. Thus, it needs to be elaborated. For the *wants*, all items were already confirmed by adding some suggestions. Regarding to the result, the syllabus needed to be revised in order to fulfill all the needs.

In some discussions, the conformity of target needs and syllabus was applied by some researchers or course designers. Chostelidou (2010), in his research with the title *A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs* stated that there was a call for a highly specific ESP course to be implemented in the experimental needs-based syllabus document as part of the curriculum renewal process. Hidayati & Haryati (2018) in his research with the title *Target and Learning Needs in English for Midwifery Students* stated the results obtained from this study, it could be concluded that target need analysis needed to be conducted before giving the English course based on the students' field study. The results of target needs were used to design the syllabus of the ESP course.

5. CONCLUSIONS AND SUGGESTIONS

This is the final chapter of the research. It presents the research conclusion and the recommendations for any educational practices to the result of the study.

5.1 Conclusions

This research started along with the emerged problem which was found in the ESP Physiotherapy course at *STIKES Delima Persada Gresik*. There were two focuses of this research. Firstly, it was to analyse the target needs of Physiotherapy students in *STIKES Delima Persada Gresik* in learning ESP including the *necessities*, *lacks* and *wants*. Secondly, it was to match the conformity between the result of target needs with the syllabus. Some conclusions regarding the results of the study are presented below.

1. The results of target needs analysis covered all the *necessities*, *lacks* and *wants*.

Necessities included in three conditions; they need to increase their skill level, from average to be advanced; they need additional activity in English; they need more portion in speaking skill.

Lacks included in three conditions; it was the lack of English skills; it was about the lack of some competences in the four skills; it was the lack of interaction.

Wants included in two conditions; they wanted to learn a lot about speaking; they wanted to learn about writing.

2. The components of the syllabus were matched with the target needs to see their conformity. There were three levels of the conformity. They were high conformity, low conformity and not available.

High conformity: The *necessities* did not belong to this level. For the *lacks*: the lack of English skills. For the *wants*: they wanted to learn a lot about speaking.

Low conformity: For the *necessities*: They need to increase their skill level, from average to be advanced. They need more portion in speaking skill. For the *lacks*: the lack of some competences in the four skills, the lack of some competences in the four skills. For the *wants*: they wanted to learn about writing.

Not available: only one condition of the *necessities* was categorized in to this level: they need additional activity in English.

3. Regarding some suggestions about the conformity of the syllabus towards the target needs of the ESP physiotherapy students in *STIKES* Delima Persada, the syllabus was needed to be revised in order to fulfill all the needs.

5.2 Suggestions

After doing the research about target needs analysis about ESP physiotherapy courses in *STIKES* Delima Persada, the suggestions are given to improve the knowledge about it for further study:

1. In order to get deeper understanding about the target needs of ESP students, the research which specifies on certain skill will be very meaningful. For example, it focuses on the needs of speaking skill in the target situation.
2. As the continuity of target needs analysis, doing a research of learning needs analysis is good before designing the ESP course syllabus. Thus, the data will be completed.
3. For the curriculum designers or the teachers, the conformity of the syllabus can be as the reference to design the proper material for the ESP course. The research about developing material such as module which is based on the needs analysis is great to be conducted.

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APPENDIX 1 – COMPONENTS OF SYLLABUS

The Components of Syllabus

| No. | Components | Contents |
|-----|---------------------------|--|
| 1. | Course Identity | It should consist of: 1.1. Name of department 1.2. Name and code of the course 1.3. Semester 1.4. Semester credit units 1.5. Name of lecturer |
| 2. | Program Learning Outcomes | It should cover all or at least one of the following aspects: 2.1. Knowledge 2.2. Skill 2.3. Attitude |
| 3. | Course Learning Outcomes | It should cover all or at least one of the following domains: 3.1. Cognitive 3.2. Affective 3.3. Psychomotor |
| 4. | Indicator and Assessment | 4.1. Types of indicators (qualitative/quantitative) 4.2. Assessment process (formative/summative) |
| 5. | Learning Activities | It can be assumed as one of the following categories: 5.1. Guided activities 5.2. Independent activities |
| 6. | Learning Methodology | It can reflect one or the combination of the following types: 6.1. Lecturing 6.2. Discussion 6.3. Task presentation 6.4. Seminar 6.5. Practice 6.6. Field survey 6.7. Role-play 6.8. Small group discussion 6.9. Role-play & simulation case study 6.10. Discovery learning 6.11. Self-directed learning (SDL) 6.12. Cooperative learning (CL) 6.13. Collaborative learning (CbL) 6.14. Contextual instruction (CI) 6.15. Project based learning (PjBL) 6.16. Problem based learning and inquiry (PBL) |

| | | |
|----|-----------------|--|
| 7. | Topic/Materials | <p>The topic may represent one of the following syllabus category:</p> <p>7.1. Structural syllabus</p> <p>7.2. Functional syllabus</p> <p>7.3. Notional syllabus</p> <p>7.4. Topical syllabus</p> <p>7.5. Situational syllabus</p> <p>7.6. Skills syllabus</p> <p>7.7. Task or activity based syllabus</p> |
| 8. | Time Allotment | 8.1. Standard time suggested by IQF |

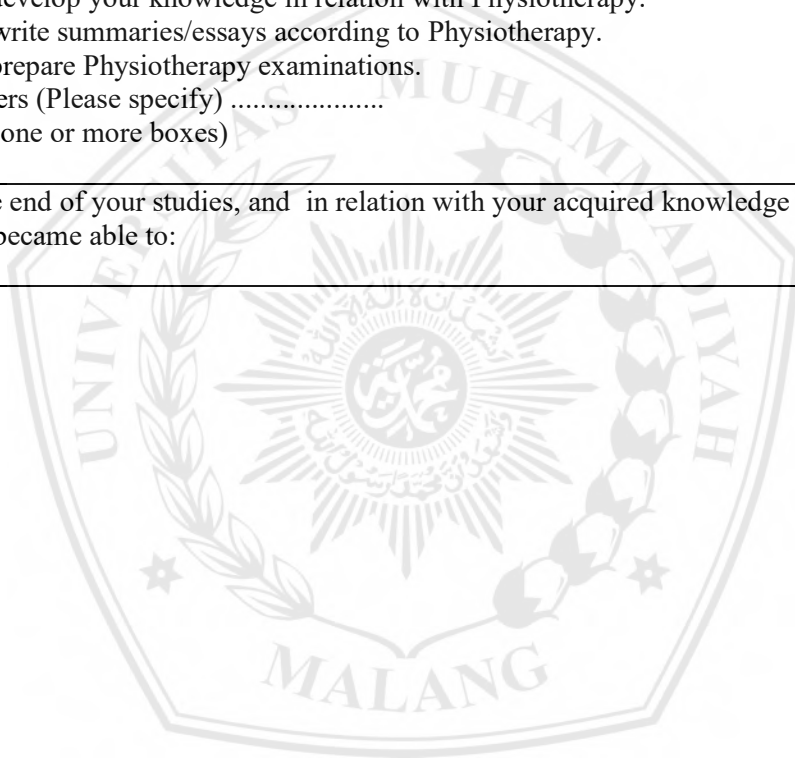


APPENDIX 2 – INTERVIEW GUIDELINE

INTERVIEW GUIDELINE

| No. | Question |
|-----|---|
| 1. | How long have you been learning English? |
| 2. | Do you consider English important for your studies? |
| 3. | Do you have another professional activity in addition to studying? If yes, what is it? a. part-time teaching at university. b. teaching in secondary school. c. working in a national institution. d. working in a private company e. others (Please specify) |
| 4. | Why do you learn English especially as the Physiotherapist? |
| 5. | What is/are the skill(s) you have most concentrated on? (Please, classify in order of importance, giving 1 for the most important to 4 for the least important) () listening () speaking () reading () writing |
| 6. | What is/are the skill(s) you feel more confident to use now? (Please, classify in order of importance, giving 1 for the most important to 4 for the least important) () listening () speaking () reading () writing |
| 7. | Would you say that, at the present time, your level in English is: a. very low b. low c. good d. very good |
| 8. | If you still find difficulties in using English, what are the aspects of English you find most difficult? (Please, classify by order of difficulty giving 1 to the most difficult, 2 to the second most difficult down to 5 for the least difficult) () grammatical structures related to general English. () lexical items related to general English. () grammatical structures related English for Physiotherapy. () scientific words and expressions written in English for Physiotherapy. () lexical items related to English for Physiotherapy. |
| 9. | How would you describe your attitude towards English language learning at the beginning of your studies: a. favourable b. unfavourable |

| | |
|-----|---|
| 10. | Do you find the number of hours provided for English learning: a. too much b. sufficient c. just reasonable d. not sufficient |
| 11. | At the present time, do you use books/documentation in your own field printed in English? |
| 12. | If yes, how do the books or materials printed in English do you approximately use? a. sufficient b. insufficient |
| 13. | What kinds of topics that probably need to be increased? |
| 14. | What are the objectives of the use of the topic? a. to develop your knowledge in relation with Physiotherapy. b. to write summaries/essays according to Physiotherapy. c. to prepare Physiotherapy examinations. e. others (Please specify) (Tick one or more boxes) |
| 15. | At the end of your studies, and in relation with your acquired knowledge of English, you have became able to: |



APPENDIX 3 - QUESTIONNAIRE

Questionnaire

This questionnaire is part of an academic research. Your cooperation will aid the research. The researcher promises to maintain strict confidentiality of your information. Please put a tick on the correct options & write information if required.

1. Please provide the following information:

- a) Your age:
- b) Your sex: () Male () Female
- c) Level of proficiency in English: () Average () Good () Very good () Excellent
- d) Any other language known:
- e) Level of proficiency in third language: () Average () Good () Very good () Excellent

2. For what immediate purposes do you need to learn English for Physiotherapy?

- () Study Research
- () Social purposes
- () Travel Profession/Job
- () Study abroad
- () Other

3. How will the language be used?

- a) Medium: () Speaking () Writing () Reading () Listening () Other skills
- b) Channel: () Telephone () Face to face () Customer service

4. What will the content areas be?

- a) Subjects: () Patient () Others
- b) Level: () Physiotherapist () Field worker () Management () Others

5. Where will the language be used?

- a) Physical setting: () Office () Hotel () Clinic () Hospital () Workshop
- b) Human context: () Alone () Meetings () Service () Phone

6. When and how will the language be used?

- a) Time: () Concurrently with the ESP course () Subsequently
- b) Frequency of use: () Always () Very often () Moderately () Little () Rarely

7. What is your current level of English?

- a) Writing: () Average () Good () Very good () Excellent
- b) Speaking: () Average () Good () Very good () Excellent
- c) Reading: () Average () Good () Very good () Excellent
- d) Listening: () Average () Good () Very good () Excellent

8. What strengths do you have in every skills?

- a) Writing:
 - i. writing grammatically correct sentences
 - ii. free hand writing
 - iii. creating well-organized paragraphs

iv. analytical, coherent and cohesive writing

b) Speaking:

- i. can speak with grammatical correctness
- ii. can speak in context
- iii. can speak fluently
- iv. can speak in context, with fluency and intonation

c) Reading:

- i. Able to read in the various ways, for example: skimming and scanning
- ii. Able to adapt the way they read according to the text and their reason for reading
- iii. Able to read 'actively' – using a dictionary, guessing or asking about unknown words
- iv. Able to understand the relationship between sentences

d) Listening:

- i. Able to listen in various ways
- ii. Able to adapt the way they listen according to the text and the reason for listening
- iii. Able to recognize the features of spoken English
- iv. Able to use visual and textual clues to help them
- v. Able to listen actively – ask for repetition, clarification, etc.
- vi. Able to develop their background knowledge

9. What weaknesses do you have in every skills?

a) Writing:

- i. can't write grammatically correct sentences
- ii. can't write in free hand
- iii. can't create well-organized paragraphs
- iv. can't produce analytical, coherent and cohesive writing

b) Speaking:

- i. can't speak with grammatical correctness
- ii. can't speak in context
- iii. can't speak fluently
- iv. can't speak in context, with fluency and intonation.

c) Reading:

- i. Unable to read in the various ways, for example: skimming and scanning
- ii. Unable to adapt the way they read according to the text and their reason for reading
- iii. Unable to read 'actively' – using a dictionary, guessing or asking about unknown words
- iv. Unable to understand the relationship between sentences

d) Listening:

- i. Unable to listen in various ways
- ii. Unable to adapt the way they listen according to the text and the reason for listening
- iii. Unable to recognize the features of spoken English
- iv. Unable to use visual and textual clues to help them
- v. Unable to listen actively – ask for repetition, clarification, etc.
- vi. Unable to develop their background knowledge

10. Do you have any background in learning English for Physiotherapy?

- a) Do not have any idea
- b) Yes
- c) No

11. Which key of job skills do you lack?

- a) Job application
- b) Writing letter and receipt of medicine
- c) Job interview
- d) Asking and giving information
- e) Presentation in a meeting

12. What are your past language learning experiences?

() Average () Good () Very good () Excellent

13. Why are you doing English for Physiotherapy course?

- a) To develop professional communication
- b) To develop skill in writing
- c) To develop job interview skill
- d) To develop presentation skill

14. How do you want the instructional materials to be delivered?

- a) Have no idea
- b) Traditionally face-to-face
- c) Online and multimedia based
- d) Not only face to face, but also using internet and multimedia presentations with sound system

15. What type of classroom do you want English for Physiotherapy course to be held in?

- a) Classroom with white-board and OHP
- b) Multimedia facilitated with sound system
- c) Internet and multimedia facilitated with sound system
- d) Internet and multimedia facilitated with sound system and decorated with posters and maps with speaking and writing tips, phrases and idioms, puzzles, vocabulary learning tips, etc.

16. What do you think of the nature of attendance in the course?

- a) Attendance should be optional
- b) Attendance should be mandatory
- c) Attendance should be mandatory and a part of course evaluation
- d) Have no idea

17. When do you think you should enroll in this course?

- a) In 2nd – 4 th semester
- b) In 5th --7 th semester
- c) In 8th – 10th semester
- d) Last semester

18. What types of materials do you think the course should include?

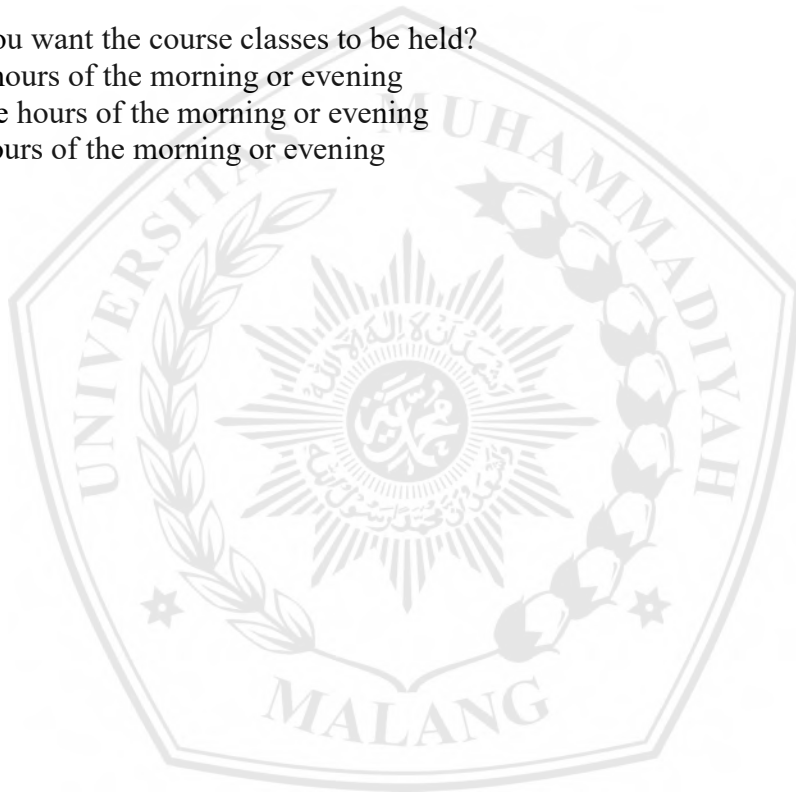
- a) Textbooks, instruction/equipment manuals, CDs, DVDs, videotapes, and other materials used in content courses or to train people for a job
- b) Materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers
- c) Materials from websites like business letters, dialogues, instructions, telephone conversations, pod-casts, vodcasts, etc.
- d) Combination of all of these.

19. Are the classroom resources (i.e. white-board, multimedia projector, OHP, etc.) sufficient?

- a) Yes
- b) No
- c) Have no idea.

20. When do you want the course classes to be held?

- a) In the early hours of the morning or evening
- b) In the middle hours of the morning or evening
- c) In the late hours of the morning or evening
- d) Any time.



APPENDIX 4 – ENGLISH FOR PHYSIOTHERAPY HANDOUT

English for Physiotherapy

1. Introduction and asking personal information
2. Part of the body and health problem
3. Reporting patient's health problem
4. Describing physiotherapy equipment
5. How to use the physiotherapy equipment.
6. Descriptive text
7. Reporting patients' problem and give the advice



Chapter

1

Patients' Anamneses



Objective:

- Able to get the information about personal information through the audio that the students listened.
- Able to speak and create conversation about asking personal information.



Listening

Exercise 1

1. Listen to the conversation and complete the following form

1. Full name :
2. Date of Birth :
3. Allergic :
4. - Home number :
- Mobile Phone :

exercise 2

Listen to the dialogue and answer the following questions

1. What is the patients' full name?
2. Why the patient come to the hospital?
3. Did the patient had serious illness in the past?
4. How old the patient had an appendix surgery?
5. Why the patient takes aspirin everyday?

6. Does the patient has any allergic? what is it?
7. Who is the patient's next of kin? what is her name?

Exercise 3

Watch the video and collect some informations about it?



Speaking

Patients' admission

Language Expressions

I. Read the following dialogue and practice it with your friend

- Patient : "Good morning, may I see dr. Septa please?"
- Physiotherapist : "Good morning, do you have any appointment before?"
- Patient : "yes... I want to check up my health."
- Physiotherapist : "Do you ever come to this hospital before?"
- Patient : "No, this is my first time to come here."
- Physiotherapist : "Ok than, I will help you by giving some questions to fill the admission form."
- Patient : "yes, sure...."
- Physiotherapist : "What is your complete name?"
- Patient : "My complete name is Enny Dwi Susanti"
- Physiotherapist : "What is your address?"
- Patient : "My address is Jl. Mawar No.13 Gresik"
- Physiotherapist : "What make you to come here?"
- Patient : "I felt down from my motorbike about an hour ago and I want to check it, because it hurt me much."
- Physiotherapist : "Oke, I note that, next question, who is your next of kin?"
- Patient : "My next of kin is my husband."
His name is Ramli Akbar
- Physiotherapist : "Okay... do have any allergic or medication allergic?"

Patient : "As far as I know, I don't have any allergies."

Physiotherapist : "Have you got any serious illness in the past?"

Patient : "Well... I got typhus 2 years ago."

Physiotherapist : "That's no good, what about surgery, have you ever got any operation before?"

Patient : "No, I never got any operation before"

Physiotherapist : "Have you taken any medication at the moment?"

: "Yes, I took Glibenclamide for my diabetes"

Patient : "Oke, thank you, Please wait for a moment and I will check you up"

II. Read and comprehend the following patient's admission form



Madeline
Physiotherapy Clinic
 Jl. Simpang Nias 22 Gresik- Jawa Timur
 Telp. 031 3984249/ email: made_line@yahoo.com

| Patient's admission form | | Note |
|-----------------------------------|--------------------------------|------|
| <i>General information</i> | | |
| Name : | Indira Wardani | |
| Date of admission : | 23 rd of march 2015 | |
| Date of birth : | 15 of December 1987 | |
| Marital status : | Married | |
| Address : | Jl. Mawar No. 57 Gresik | |
| Occupation : | Teacher | |
| Nativity : | Indonesia | |
| Religion : | Moslem | |
| <i>Administration</i> | | |

| | | | |
|---------------------------------------|---|-----------------------|-------------------|
| Next of Kin/ Guardian | : | Husband, Mr. Dwi Andi | Tel : |
| Insurance | : | Prudential | |
| <i>Recent health condition</i> | | | |
| Allergic | : | No allergic | |
| Medication | : | Diabetic | |
| Reason for coming | : | Wrist pain | |
| | | | Admission officer |
| | | | (.....) |

II. Fill the form bellow to ask the patient's admission and how to answer it.

| No | Points | Questions | Answer |
|----|-------------------|-----------|--------|
| 1. | Name | | |
| 2. | Date of admission | | |
| 3. | Date of birth | | |
| 4. | Marital status | | |
| 5. | Address | | |
| 6. | Occupation | | |
| 7. | Nativity | | |
| 8. | Religion | | |

| | | | |
|-----|--------------------------|--|--|
| 9. | Next of Kin/ Guardian | | |
| 10. | Insurance | | |
| 11. | Allergic | | |
| 12. | Medication | | |
| 13. | Reason for coming | | |

III. *Create a dialogue about patient's admission with your partner and practice it.*



Chapter

2

Part of the Body and health Problems



Objectives:

- The students are able to mention part of the body correctly
- The students are able to mention kinds of illness
- The students are able to use the vocabulary that related with symptoms and illness.

Useful Expressions

Expressing the location of pains in the body

| Questions | Responses |
|--|--|
| <ul style="list-style-type: none">▪ Would you show me the location of your pain?▪ Could you point at the location of your pain?▪ Show me where the location of your pain is?▪ Where is the pain?▪ Do you feel pain in your + (part of body)? | <ul style="list-style-type: none">▪ My +(part of body) pains/ aches/ hurts▪ I have a pain in + (part of body) |

Practice the Dialogue

Nurse : What can I do for you madam?

Mother : I need to see dr. Nina Please

Nurse : Dr. Nina is away, but you can see dr. Agnes. Why do you need to see the doctor?

Mother : It's about my daughter

Nurse : Could you show me the location of her pain?

Mother : She has a pin in her throat and stomach. She has a

sore throat and feverish. She has got a stomachache too.

Nurse : Let me take her to the bed. Dr. Agnes will check her condition.

Dr. Agnes : Hi, dear. Now open your mouth and say... Aaaaah! Now I'll check your stomach.

Mother : Tell me Doc. Is my daughter going to be okay?

Dr. Agnes : Don't be panic! She'll be just fine. Please take the medicine regularly.

Mother : Er... If it is necessary, can I call you?

Dr. Agnes : Yes, Don't be hesitated! I'm sure she is going to be just fine okay.

Useful Vocabularies

The Part of Human Body (Bagian Tubuh Manusia)

| | | |
|--------------------|---|--------------------|
| Human body | = | tubuh manusia |
| External body part | = | bagian luar tubuh |
| Internal body part | = | bagian dalam tubuh |
| Upper body | = | tubuh bagian atas |
| Lower body | = | tubuh bagian bawah |

The skelton (kerangka)

| | | | |
|-----------------------|---------------------|-----------------------|-------------------|
| Skull | : Tengkorak | Rib | : Tulang rusuk |
| Bone | : Tulang | Backbone/spine | : Tulang belakang |
| Collarbone | : Tulang selangkang | Hipbone/pelvis | : Tulang pinggang |
| Shoulder blade | : Tulang belikat | kneecap | : Tempurung lutut |
| Breast bone | : Tulang dada | | |

The Body

| | | | |
|----------------------|----------------------|----------------------|--------------------|
| Hair | : Rambut | Chest | : Dada |
| Head | : Kepala | Breast | : Payudara |
| Neck | : Leher | Back | : Punggung |
| Throat | : Tenggorokan | Waist/hip | : Pinggang |
| Shoulder | : Bahu | Stomach | : Perut |
| Navel | : Tali pusat | Armpit | : Ketiak |
| Buttock | : Pantat | Arm | : Lengan |
| Anus | : Anus | Upper arm | : Lengan atas |
| Elbow | : Siku | Forearm | : Lengan bawah |
| Wrist | : Pergelangan tangan | Calf | : Betis |
| Fist | : Kepalan tangan | Ankle | : Pergelangan kaki |
| Hand | : Tangan | Foot | : Kaki |
| Palm | : Telapak tangan | Heel | : Tumit |
| Thumb | : Ibu jari | Sole | : Telapak kaki |
| Little finger | : Jari kelingking | Toe | : Jari – jari kaki |
| Fore finger | : Jari telunjuk | Middle finger | : Jari tengah |
| Leg | : Lengan kaki | Ring finger | : Jari manis |
| Thigh | : Paha | Nail | : Kuku |
| Knee | : Lutut | | |

Part of face (bagian wajah)

| | | | |
|----------------|-----------------|------------------|-----------|
| Eye | : Mata | Forehead | : Dahi |
| Nose | : Hidung | Jaw | : Rahang |
| Nostril | : Lubang hidung | Moustache | : Kumis |
| Ear | : Telinga | Beard | : Jenggot |
| Mouth | : Mulut | Tooth | : Gigi |
| Cheek | : Pipi | Lips | : Bibir |
| Chin | : Dagu | Tongue | : Lidah |
| Temple | : Pelipis | Gum | : Gusi |

Part of eyes

| | | | |
|----------|----------------|------------|-------------|
| Eye ball | : Bola mata | Eye lashes | : Bulu mata |
| Eye brow | : Alis | Pupil | : Pupil |
| Eye lid | : Kelopak mata | | |

Part of internal Body

| | | | |
|------------|-------------------------|-------------|-------------------|
| Brain | : Otak | Tendon | Urat |
| Bile | : Empedu | Nerve | Syaraf |
| Wind pipe | : Saluran pernafasan | Rib | Tulang rusuk |
| Heart | : Jantung | Joint | Tulang sendi |
| Lung | : Paru – paru | Collar bone | Tulang selangkang |
| Liver | : Hati | Back bone | Tulang punggung |
| Kidney | : Ginjal | Blood | Darah |
| Intestines | : Usus | Tear | Air mata |
| Bladder | : Kandung kemih | Mucus | Ingus |
| Vein | : Pembuluh darah vena | Saliva | Air liur/ ludah |
| Artery | : Pembuluh darah arteri | Gland | Kelenjar |
| Muscle | : Otot | Fat | Lemak |

Description of ache, pain, hurt, injure, and itch

A. Ache

(Rasa sakit)

Examples : I have a stomach ache

I have got headache

The combination of the body + ache (head, ear, tooth, back and stomach)

B. Pain

(n) suatu rasa yang dialami tubuh akibat suatu penyakit atau luka atau tindakan tertentu.

Examples: *I have pain in my knee*

This cream should help to relieve pain

C. Painful

(adj) terasa sakit

Examples : *Is your back still painful?*

My ankle is still too painful to walk

D. Hurt

(v) menyebabkan terasa sakit secara fisik (terluka)

Examples : *My eyes hurt*

My feet hurt

Strong light hurt my eyes

E. Injure

(v) melukai, luka, menyebabkan luka

Examples : *He injured his knee playing hockey*

Three people were killed and five injured in the crash

F. Throb

(v) terasa sakit berdenyut - denyut (senut - senut)

Examples : *My head throbbed painfully*

My feet were throbbing after a long walk home

G. Sore

(adj) sakit, luka, pegel linu, perih (bisa karena infeksi atau gerakan otot yang berlebihan)

Examples : *I have a sore throat*

His feet were sore after the walk

H. Itch

(v/n) terasa gatal

Examples : *I itch all over (verb)*

I get/have an itch (noun)

Exercise 1

Translate the sentences below into good English!

1. (pain) Saya merasakan sakit sekali di lutut saya.

2. (hurt) Pergelangan kaki saya nyeri.

3. (throb) Kepala saya pusing berdenyut – denyut.

4. (itch) Punggung saya terasa gatal.

5. (injure) jari tangan saya terluka.

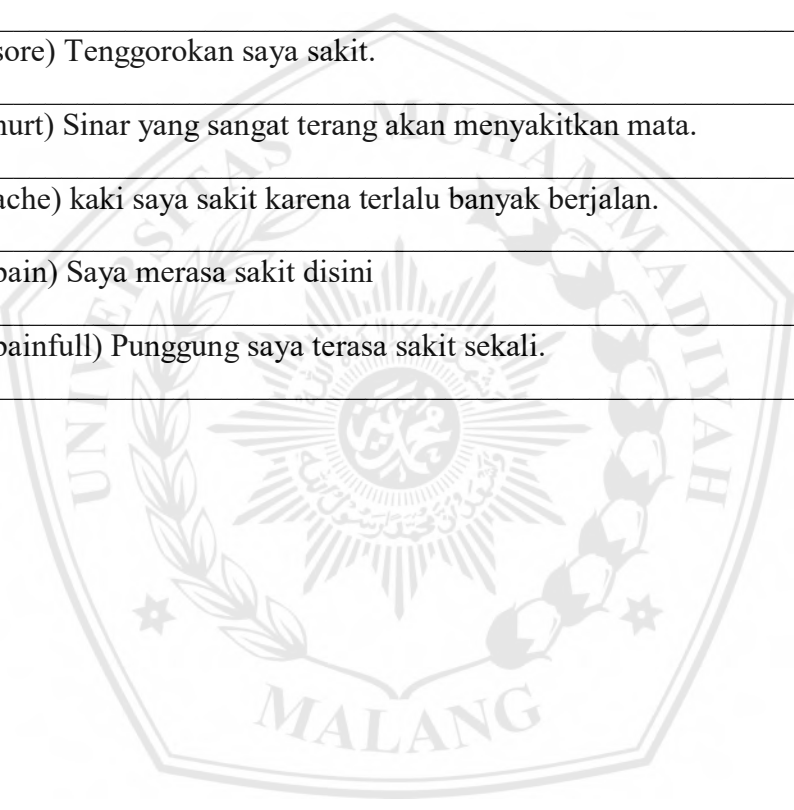
6. (sore) Tenggorokan saya sakit.

7. (hurt) Sinar yang sangat terang akan menyakitkan mata.

8. (ache) kaki saya sakit karena terlalu banyak berjalan.

9. (pain) Saya merasa sakit disini

10. (painfull) Punggung saya terasa sakit sekali.



3

Diagnosing, Asking and Reporting Health problems



Speaking

Objectives :

1. The students are able to ask questions about patient's health problem.
2. The students are able to report the midwifery diagnose
3. The students are able to report the symptoms of health problem.

Useful Expressions

A. Midwife's questions to check the patient's condition

| Questions | |
|---|---|
| <ul style="list-style-type: none">• What's your problem?• How are you feeling today?• What makes you call me?• What's your complaint?• What's troubling with you? | <ul style="list-style-type: none">• What's the matter with you?• What's wrong with you?• What seems to be bothering you?• What are the symptoms?• What is he complaining about? |

B. Patient's expressions about symptoms and physical problems

| | | |
|--|---|--|
| I have + part of the body + ache <ul style="list-style-type: none">• I have a toothache• I have a backache• I have a stomachache | I have (a sore + part of the body) <ul style="list-style-type: none">• I have a sore throat• I have a sore arm• I have a sore knee | I have/get + kind of physical condition) <ul style="list-style-type: none">• I have the measles• I have the flu• I have a cold• I have a bowel movement• I have a bad cough |
| I feel + kind of physical problems <ul style="list-style-type: none">• I feel dizzy• I feel sick• I feel fever• I feel unwell• I feel in bad shape | I sprained my + part of the body <ul style="list-style-type: none">• I sprained my ankle• I sprained my collar bone• I sprained my leg | I cut my + part of the body <ul style="list-style-type: none">• I cut my leg• I cut my hand• I cut my head• I cut my fingers |
| I experience + kind of symptoms and physical problem <ul style="list-style-type: none">• I experience lassitude• I experience low back pain• I experience difficult breathing | I suffer from + kinds of certain illness. <ul style="list-style-type: none">• I suffer from cancer• I suffer from constipation | |

C. Midwife's report/diagnose/how to report about patients' complaint

Reporting

- ✓ He / she complains about his / her + part of the body
- has + health problem
- suffers from + health problem

Midwife's diagnose

- ✓ He / she may have + disease/ health problem
- seems to have + disease/ health problem

Useful Vocabularies

| | |
|--------------------|--|
| ▪ Break | = patah |
| ▪ Bother | = mengganggu |
| ▪ Bowel movement | = b.a.a (buang air besar) |
| ▪ Waterworks | = b.a.k (buang air kecil) |
| ▪ Constipation | = sembelit (susah/ tidak bisa b.a.b) |
| ▪ Lassitude | = lemas/ kelesuan |
| ▪ In a bad shape | = kondisi tidak sehat |
| ▪ Not in any shape | = tida cukup sehat untuk bekerja |
| ▪ Clammy | = basah / lembab |
| ▪ Clammy hand | = tangan basah berkeringat |
| ▪ Dribble | = b.a.k tidak lancar |

Exercise 1

Translate into good English the sentences below!

1. (sprained) Kakinya keseleo.

2. (difficulty) Ia susah bernafas.

3. (vomit) Pasien itu muntah darah.

4. (bloody stool) Dokter. Mr. X buang air bercampur darah.

5. (the measles) Ia mungkin kena cacar.

6. (constipation) Ia mengalami susah b.a.b.

7. (bowel movement) Ia sering buang air besar.

8. (dizzy) Ia merasa pusing.

9. (suffer) Ia menderita sakit perut yang amat sangat.

10. (bother) Sakit semacam apa yang mengganggu anda? (what kind of pain).

Exercise 2

Create the dialogue about how to diagnose the patients' symptoms and illness

Chapter

4

Whiplash



Reading part

I. Read the text below carefully and then do the exercise followed!

Whiplash is primarily a neck injury that occurs when your head is thrown backwards (hyperextension) and then forward (hyperflexion) in violent fashion. Ligaments, muscles and tendons are injured mostly, but also nerves and spinal joints in severe cases. Whiplash is often a consequence of rear-end collisions in a car or from being hit playing sports (such as football or hockey). Common signs and symptoms of whiplash include neck pain and inflammation, reduced neck motion, weakened neck muscles, pain and weakness in the shoulders / arms, headaches and dizziness.^[1] There are various forms of physical therapy that are helpful for whiplash recovery.

1. Seeking medical attention

You should seek medical attention immediately after a whiplash injury. A complicating factor is that the pain and disability of whiplash can take a day or even a week to fully manifest, but see your family physician soon after any major trauma to your head and neck in order to rule out life- threatening injuries (fractures, dislocation, internal bleeding)

- your doctor will likely take an X-ray of your neck (cervical spine) to rule out obvious fractures or dislocation of the vertebrae or facet joint.
- if you're severe pain and having difficulty holding your head up, then you may be given a foam neck support collar for much more than a few days can cause neck muscles to atrophy (weaken) and prolong pain.

2. Make sure your neck is stable.

your family doctor is not a musculoskeletal specialist, so if your neck feels severely injured than you may need to see a specialist such as an orthopedist may take more x-rays, an MRI or a CT scan of your neck/ head to better understand and diagnose your whiplash injury.

3. Control the pain and Inflammation

Before you start to stretch and exercise your neck, you need to reduce inflammation and pain. Your doctor may recommend non-steroidal anti-inflammatories such as ibuprofen or naproxen for short term use , although if your pain is severe, you might get a prescription for something stronger such as oxycodone.

4. Get referral to a Physiotherapist

if your doctor or specialist thinks your neck is stable enough to handle the rigors of physiotherapy, then start as soon as you can. People who keep moving their necks in some capacity (even just basic stretches and mobilization) have a better prognosis with their whiplash injuries. Your physiotherapist will assess your neck and then develop a recovery plan that includes specific and tailored stretch and strengthening exercises.

- For pain control, a physiotherapist can use TENS (transcutaneous electrical nerve stimulation) unit or therapeutic ultrasound on your neck and shoulders.
- If need be, a physiotherapist can stimulate, contract and strengthen your neck and shoulder muscles with an electronic muscle stimulation device.

5. Start with neck stretches and mobilization.

Injured muscles and tendons quickly become tight and spasm. As soon as you can after the whiplash injury, and within pain tolerance, start stretching the muscles of the front, back and sides of your neck in order to keep them pliable. Additionally, slowly moving your neck in all directions (mobilizations) keeps the muscles flexible and prevents the spinal joints from getting too stiff. Use slow, steady movements and take deep breaths during your stretches. In general, hold stretches for about 30 seconds and repeat 3-5 times daily.

- lateral neck muscle stretch ; while standing, reach around your back with your right arm and grab a little above your left wrist. Gently pull on your left wrist while laterally flexing your neck in the opposite direction, such that your right ear approaches your right shoulder. Hold for 30 seconds, then do other side.
- General neck mobilization: start with moving your head in circles, first clockwise and then counterclockwise, for about 5-10 minutes each way.
- Target the main movements of your neck: forward flexion (looking down at your toes), lateral flexion (ear towards your shoulders) and extension (looking up toward the sky). Go as far as you can in each of the four directions about 10 times daily.

6. *Progress strengthening exercises.*

Once the pain and inflammation in your neck has settled down and you've reestablished good range of motion from stretching, it's time to start strengthening exercise. Begin your strength training with rubber resistance bands, which are usually color coded to represent different levels of tension.

- tie the least resistive elastic band around your head and attach it to something stable that's at the level of your head. Walk a few steps away from it until you feel tension in the exercise band. Then do four main neck movements (flexion, extension, right/left lateral flexion) under tension 10x each on daily basis, after a week or so, change to a thicker exercise band with more tension.
- Advance to treatment with multi-cervical unit. This fairly new type of machine allows a whiplash patient in a machine and attach their head to a small set of weights. Starting with light weights, you can move your neck as instructed by the physiotherapist in order to strengthen the various muscles in your neck.

7. *Receiving other physical treatments*

Get a deep tissue massage from a massage therapist. whiplash injuries often involve significant ligament sprains and muscle/tendon strains, which leads to inflammation and spasm. A deep tissue massage is helpful because it reduces muscle spasms, combats inflammation and promotes relaxation. Start with a 30 minute neck

massage, focusing also on your shoulders and muscles at the base of your skull (sub-occipitals). Allow the therapist to go as deep as you can tolerate without wincing.

- tight suboccipital muscles can trigger head pain called cervicogenic headache.
- Always drink lots of water immediately following a massage in order to flush out inflammatory by products and lactic acid from your body. Failure to do so might cause a dull headache or mild nausea.

8. Consider Infrared Therapy

The use of low-energy light waves (infrared) is known to be able to speed up the healing of injuries, decrease inflammation. Use of infrared radiation (either through a hand-held device or within a special sauna) is believed to penetrate deep into the body and improve circulation because it creates heat and dilates blood vessels.

- In most cases, significant pain reduction can start within hours after the first infrared treatment.
- Pain reduction is often long lasting weeks or even months .
- Practitioners most likely to use infrared therapy include some physical therapist, chiropractors, osteopaths and massage therapist.

Answer the following questions after you read the text.

1. What is whiplash?
2. What are the symptoms of whiplash?
3. what are the causes of whiplash?
4. Why we should get the medical attention after getting whiplash?
5. What does the doctor usually do when they meet patients who get whiplash?
6. What are the common medicine given by the doctor to reduce pain and inflammation?
7. What is the function of stretches and mobilization of whiplash patient?
8. When will we do the strengthening exercise?
9. What is the cervicogenic headache?
10. What is the function of Infrared therapy?

II. Practice the stretches and mobilization movement based on the explanation on number 5.

Chapter

5

Describing Physiotherapy equipment



Speaking

Objectives : the students are able to communicate orally in describing the characteristic and the function of Physiotherapy equipments.

Useful Expressions

A. Telling about the size of a thing or things

| | | | |
|---------|---------------------|-------------------|--------------------------------|
| How big | is it? are they? | It is They are | small huge medium Big |
|---------|---------------------|-------------------|--------------------------------|

B. Telling about the shape of a thing or things

| | | | |
|------------|---------------------|-------------------|--|
| What shape | is it? Are they? | It is They are | cylindrical cubical spherical rectangular |
|------------|---------------------|-------------------|--|

C. Telling about the material of a thing or things

| | | | |
|-------------------------------|----------|-----------------------------------|--|
| What is it? What are they? | Made of? | It is made of They are made of | Wood iron steel cotton Rubber plastic |
|-------------------------------|----------|-----------------------------------|--|

D. Telling about the place where the things are made

| | | | | | |
|---------------|---|---------|--------------|---|--|
| Where is it | } | Made in | It made in | } | Indonesia Japan America China |
| What are they | | | | | |
| | | | They made in | | |
| | | | | | |

E. Telling about the function of a thing or things

| | | | | | | |
|------|---|---------------|---|-----------|---|--------------------|
| What | } | is it for? | } | It is for | } | cutting paper |
| | | Are they for? | | They are | | for covering hands |

The diagram below shows the usual order of adjective that describe a thing.

| Look | Size | Shape | Age | Color | Pattern | Country | Material |
|-----------|---------|-------------|---------|-------------|----------|---------|----------|
| Beautiful | Little | Square | New | Pale red | Checked | French | Silk |
| Nice | Small | Round | Old | Light green | Striped | China | Cotton |
| Clean | Medium | Rectangular | Modern | Dark Blue | Plain | Italian | Wooden |
| Cheap | Average | Triangular | Antique | Yellow | Flowered | English | Leather |
| Ugly | Large | Flat | 1980's | Brown | spotted | Japan | Metal |
| | Long | Pointed | | | | German | Gold |
| | Big | | | | | | Silver |

Practice the Dialogue

- Selly : I'll introduce you Physiotherapy equipment. Can you guess it?
 Ratna : OK, how big is it?
 Selly : It's medium
 Ratna : What shape is it?
 Selly :
 Ratna : What is it made of?
 Selly :
 Ratna : What does it have?
 Selly :
 Ratna : What is it for?
 Selly :
 Ratna : I know. It's Doppler
 Selly : Yes, you are right.

Chapter

6

Writing

Description text

Descriptive text adalah text yang medeskripsikan atau menjelaskan sesuatu yang bertujuan untuk menjelaskan, menggambarkan, atau mengungkapkan orang, tempat, atau benda tertentu

Generic structure descriptive text

1. Identification : merupakan gambaran umum tentang suatu topic
2. Description : ciri – ciri khusus tentang benda atau tempat yang dideskripsikan

Ciri – ciri deskriptive text

1. Menggunakan simple present tense
2. Menggunakan atribut verb seperti (is, am, are)
3. Mudah dipahami
4. Menggambarkan
5. Dapat membuat pembaca tertarik
6. Menggambarkan object secara spesifik

Contoh Descriptive text

ULTRASOUND (US)

The Ultrasound machine is physiotherapy modality utilized by using high or low frequency sound waves. These sound waves are channeled around the tissues and blood vessels, the sound waves penetrate into the muscles so that the muscles become warm and relax, therefore ultrasound waves are used for the treatment of muscles that experience tension and stiffness.

The effects of this warming effect on the dilation of blood vessels and improve blood circulation thus helping the healing process. Physiotherapists can also adjust the frequency of ultrasound waves so they can be used to reduce inflammation.

The Ultrasound can be used to treat the patient who got rheumatoid arthritis, osteoarthritis, hernia, low back pain, frozen shoulder and cervical spasm.

Chapter

7

Writing Procedure Text

The infographic is divided into two main columns. The left column, titled 'WRITING A PROCEDURE', contains three sections: 'Purpose' with three bullet points, 'When to use a Procedural Text' with five bullet points, and 'Remember' with three bullet points. The right column, titled 'PARTS OF A PROCEDURAL TEXT', contains three sections: 'Title' with a definition and example, 'Materials or Ingredients' with a definition and note, and 'Series of Steps' with a definition and note. A 'Conclusion' section is also present at the bottom right. A central graphic of a microscope is positioned between the two columns. A purple banner at the bottom left of the infographic reads 'Enhance a Procedural Text by including simple pictures or diagrams.' with an icon of a picture frame. At the bottom right, a small text box provides a website for more examples.

WRITING A PROCEDURE

Purpose

- To explain how to do something
- To explain how to get somewhere
- When a set of rules need to be understood

When to use a Procedural Text

- Writing instructions for a game or a process
- Writing a Recipe for a Meal
- Recording a Scientific Investigation
- Creating Rules for something
- Giving a set of directions

Remember

- Keep your instructions short, simple and to the point
- Procedural texts are always written in **Present Tense**
- Procedures are presented from the **Second or Third Person Perspective**

PARTS OF A PROCEDURAL TEXT

Title

What is the goal or outcome of the activity?
Eg. How to Make a Banana & Fudge Sundae

Materials or Ingredients

What will we need to complete this activity? Be Specific, especially if you are writing a recipe. Use points or numbers. Include any special utensils or tools

Series of Steps

In order, list what needs to happen to complete your goal. In a recipe we refer to the steps as a **Method**. Start each instruction with an **Action Verb** such as shake or mix.

Conclusion

The conclusion is a short statement that may offer some specific tips or advice to make the task easier or more effective. It might even include safety warnings.

For examples and detailed instructions on how to write Procedures and a range of other text types please visit www.adgalaxy.com/writing

The example of procedure text

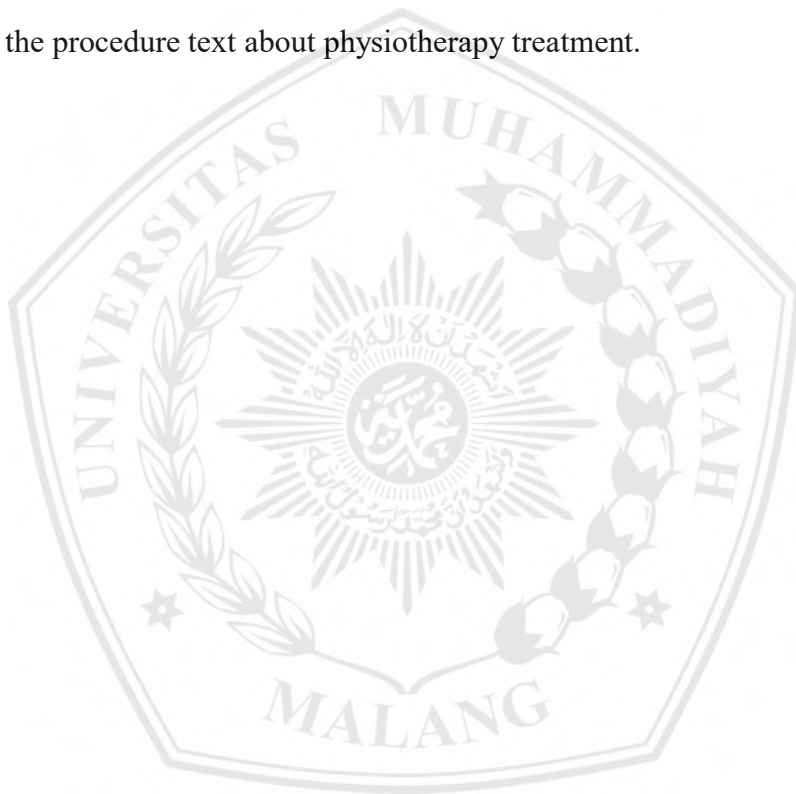
Keeping hands clean through improved hand hygiene is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. If clean, running water is not accessible, as is common in many parts of the world, use soap and available water. If soap and water are unavailable, use an alcohol-based hand sanitizer that contains at least 60% alcohol to clean hands.

Here are the way how to wash our hands correctly


- **First**, wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Secondly**, lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **And then** scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- **The next**, rinse your hands well under clean, running water.
- **And the last** dry your hands using a clean towel or air dry them.

Exercise I

Create the procedure text about physiotherapy treatment.



APPENDIX 5 – SYLLABUS OF THE ESP COURSE

| | | | | | | |
|---|-----------------------------|--|------------------------------|--------------------------------|------------|-----------|
|  | | RENCANA PEMBELAJARAN SEMESTER SEKOLAH TINGGI ILMU KESEHATAN DELIMA PROGRAM STUDI FISIOTERAPI | | | | |
| MATA KULIAH/ KODE | | English for Specific Purposes (English for Physiotherapy) | | | | |
| SEMESTER/ SKS | | 2 / 2 | | | | |
| RUMPUN MK | | English | | | | |
| DOSEN PENGAMPU | | Noviatul Rochmah, M.Pd | | | | |
| Capaian Pembelajaran | | Program Studi | | | | |
| | | Students are able to communicate effectively by using English. | | | | |
| | | Mata Kuliah | | | | |
| | | The students are be able to communicate actively and efficiently using English in many topics such as Greetings, Asking and Giving Information, Part of Body, Procedure, Simulation, and Job Interviews. | | | | |
| Deskripsi Mata Kuliah | | Pokok Bahasan | | | | |
| | | The topics will be discussed: 1. Introduction to Physiotherapy 2. Part of Body 3. Asking and Giving Information 4. Procedure 5. Job Interviews | | | | |
| Referensi | | Utama : | | | | |
| | | ESP Book | | | | |
| | | Pendukung : | | | | |
| | | Article | | | | |
| Media Pembelajaran | | Software : | | | Hardware : | |
| Assessment | | Assignment and Performance | | | | |
| Mata Kuliah Prasyarat | | - | | | | |
| Minggu ke | Capaian Pembelajaran Khusus | Materi Pembelajaran | Metode/Strategi Pembelajaran | Assesment | | |
| | | | | Indikator Pencapaian | Bentuk | Bobot (%) |
| 1 | Introduction to the course | Introduction to the | Lecturing | Students know the course which | | |

| | | course | | is going to be learnt. | | |
|-------|---|--|--|---|---------------------------------|-----|
| 2-3 | Reading for detail information about Introduction to Physiotherapy | Greetings | Lecturing, pair up practice | - Interact with friends using Greetings (speaking) | Pair up practice | |
| 4-6 | Listening a specific information about part of body and spelling to form simple phrase about part of body | Part of Body | Lecturing, Group Discussion | - Identify part of body from listening (listening) - spelling to form simple phrase about part of body (writing) | Group Discussion | 8% |
| 7-9 | Interacting by using simple expressions: Asking and giving information | Asking for information expression: formal and informal | Lecturing, Pair up practice, Discussion | - Interact with friends using Asking and Giving Information expressions (speaking) | Pair up practice | 4% |
| 10 | Midterm | | | - | | |
| 11-13 | Interacting by explaining a procedure of certain activity related to physiotherapy | Procedure | Lecturing, Discussion | - identify generic structures in procedure (writing) - explain the procedure (speaking) | Individual and pair up practice | 8% |
| 14-15 | Listening a specific information and spelling to form simple phrase about job interview | Job Interview | Lecturing, Individual practice, Discussion | - Identify the specific information from listening about job interview (listening) | Individual project | 4% |
| 16 | Final Project: Making a video of Simulation and customer needs | Role Play | Pair up practice | - able to perform orally in simulating and identifying customer needs | Pair up project | 20% |

Percentage:

Attendance: 5%

Assignments: 60%

Midterm: 15%

Final: 20%

Ketua Prodi Fisioterapi,

Gresik,
Dosen pengampu

Noviatul Rochmah, M.Pd

Rubrik Pembuatan Makalah

| KOMPONEN PENILAIAN | Sangat Memuaskan 9-10 | Memuaskan 7,5 -9 | Cukup (6,5-7,5) | Kurang (5,5-6,5) | Sangat Kurang (<5,5) | SKOR |
|--------------------|---|--|--|--|---|------|
| ISI | Content sangat baik dan lengkap serta sangat detail sesuai dengan kaidah penyusunan proposal secara umum | Content proposal baik dan lengkap sesuai dengan kaidah penyusunan proposal | Content proposal cukup dan masih memenuhi kaidah umum penyusunan secara umum | Content proposal kurang lengkap dan kurang memenuhi kaidah umum penulisan makalah yang baik | Content proposal sangat kurang lengkap dan kurang memenuhi kaidah penyusunan makalah secara umum | |
| PENULISAN | Penulisan sangat baik dan sangat orinil serta sangat memenuhi kaidah keakuratan gramatikal, punctuation, dan pemilihan kosa kata bahasa inggris dengan sangat baik. | Penulisan baik dan orinil serta memenuhi sebagian besar kaidah keakuratan gramatikal, punctuation, dan pemilihan kosa kata bahasa inggris dengan baik. | Penulisan cukup namun belum sepenuhnya orisinil serta memenuhi sebagian besar kaidah keakuratan gramatikal, punctuation, dan pemilihan kosa kata bahasa inggris dengan baik. | Penulisan kurang sepenuhnya orisinil serta kurang memenuhi sebagian besar kaidah keakuratan gramatikal, punctuation, dan pemilihan kosa kata bahasa inggris. | Penulisan sangat kurang sepenuhnya orisinil serta kurang memenuhi sebagian besar kaidah keakuratan gramatikal, punctuation, dan pemilihan kosa kata bahasa inggris. | |
| REFERENSI | Lebih dari 5 referensi yang relevan, Tahun terbit kurang dari 10 tahun, Penulisan referensi sesuai dengan kaidah | 5 referensi yang relevan, Tahun terbit kurang dari 10 tahun, Penulisan referensi sesuai dengan kaidah | 5 referensi yang relevan, Tahun terbit lebih dari 10 tahun, Penulisan referensi sesuai dengan kaidah | Kurang dari 5 referensi yang relevan, Tahun terbit lebih dari 10 tahun, Penulisan referensi sesuai dengan kaidah | Kurang dari 5 referensi yang relevan, Tahun terbit lebih dari 10 tahun, Penulisan referensi tidak sesuai dengan kaidah | |

Rubrik Pembuatan Resume

| KOMPONEN PENILAIAN | Sangat Memuaskan 9-10 | Memuaskan 7,5 -9 | Cukup (6,5-7,5) | Kurang (5,5-6,5) | Sangat Kurang (<5,5) | SKOR |
|--------------------|--------------------------|---------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|------|
| ISI RANGKUMAN | Isi rangkuman mencakup | Isi rangkuman cukup lengkap namun ada | Isi rangkuman sudah lengkap namun ada | Isi rangkuman sudah ada namun banyak | Isi rangkuman sudah ada namun banyak | |

| | | | | | | |
|-------------------|---|--|--|--|---|--|
| | keseluruhan kajian tentang teori dan prinsip terjemahan | sebagian kecil teori dan prinsip terjemahan yang terlewatkan | beberapa bagian teori dan prinsip terjemahan yang terlewatkan | teori dan prinsip terjemahan yang tidak dibahas | tidak relevan dengan teori dan prinsip terjemahan | |
| ORGANISASI | Pengorganisasian ide dalam rangkuman terlihat jelas dan runtut | Pengorganisasian ide tidak runtut namun jelas | Pengorganisasian ide tidak runtut dan namun sebagian besar ide masih jelas | Pengorganisasian ide tidak runtut dan sebagian besar ide tidak jelas | Pengorganisasian ide tidak runtut dan tidak jelas | |
| FORMAT | Keseluruhan format rangkuman sesuai dengan instruksi yang diberikan | Salah satu format rangkuman tidak sesuai dengan instruksi yang diberikan | Beberapa format rangkuman tidak sesuai dengan instruksi yang diberikan | Sebagian besar format rangkuman tidak sesuai dengan instruksi yang diberikan | Keseluruhan format rangkuman tidak sesuai dengan instruksi yang diberikan | |



Diskusi

Rubrik Penilaian Presentasi

| KOMPONEN PENILAIAN | Sangat Memuaskan 9-10 | Memuaskan 7,5 -9 | Cukup (6,5-7,5) | Kurang (5,5-6,5) | Sangat Kurang (<5,5) | SKOR |
|----------------------------|--|---|---|--|--|------|
| STRATEGI PENJELASAN | Penjelasan runtut, sesuai dengan konsep, mampu menyederhanakan kompleksitas menjadi hal yang mudah dipahami, misalnya penjelasan disertai dengan bagan serta memberikan contoh atau teori yang relevan | Penjelasan runtut, sesuai dengan konsep, mampu menyederhanakan kompleksitas menjadi hal yang mudah dipahami misalnya penjelasan disertai dengan bagan | Penjelasan runtut dan sesuai dengan konsep, | Kurang runtut dan kurang sesuai dengan konsep yang dijelaskan, | Tidak runtut dan tidak sesuai dengan konsep | |
| PENGUASAAN MATERI | Materi yang disampaikan lengkap, menjawab pertanyaan audience dengan tepat | Materi yang disampaikan lengkap, jawaban yang diberikan atas pertanyaan audience kurang tepat | Materi yang disampaikan lengkap tetapi tidak mampu menjawab pertanyaan audience | Materi yang disampaikan kurang lengkap | Materi disampaikan salah atau keluar dari topik pembahasan | |
| PERFORMANCE | Menjelaskan dengan suara lantang dan jelas, tanpa membaca catatan dan kalimat yang digunakan mudah dipahami sehingga audience antusias. | Menjelaskan dengan suara lantang dan jelas, tanpa membaca catatan namun kalimat yang digunakan membingungkan | Menjelaskan dengan suara lantang dan jelas, sesekali melihat catatan | Suara kurang jelas dengan sering membaca catatan | Suara tidak jelas dan selalu bergantung pada catatan | |

RUBRIK KETEPATAN PENJELASAN

| DIMENSI | Sangat Memuaskan (9-10) | Memuaskan (7,5-9) | Cukup (6,5-7,5) | Kurang Memuaskan (5,5-6,5) | Di bawah standard (<5,5) | Jumlah SKOR |
|-----------------------|--|---|---|--|---------------------------------|----------------|
| KELENGKAPAN KONSEP | Lengkap dan integratif | Lengkap | Masih kurang 2 aspek yang belum terungkap | Hanya menunjukkan sebagian konsep saja | Tidak ada konsep | |
| KEBENARAN KONSEP | Diungkapkan dengan tepat, sesuai dengan konsep aslinya bahkan analisis dan sintetis nya membantu memahami konsep | Diungkap dengan tepat, namun deskriptif | Sebagian besar konsep sudah terungkap, namun masih ada yang terlewatkan | Kurang dapat mengungkapkan aspek penting, melebihi halaman, tidak ada proses merangkum hanya mencontoh | Tidak ada konsep yang disajikan | |



APPENDIX 6 - QUESTIONNAIRE RESULT

QUESTIONNAIRE RESULT

| No. | Question | Item |
|-----|--|------|
| Q1 | Please provide the following information: | |
| | Your age: around 18y | 1 |
| | Your sex: (4) Male (16) Female | 2 |
| | Level of proficiency in English: (100%) Average (0) Good (0)Very good (0)Excellent | 3 |
| | Any other language known: - | 4 |
| | Level of proficiency in third language: (100%) Average (0) Good (0)Very good (0)Excellent | 5 |
| Q2 | For what immediate purposes do you need to learn English for Physiotherapy? | |
| | (13,3%) Study Research (0) Social purposes (86,67%) Travel Profession/Job (0) Study abroad (0) Other | 6 |
| Q3 | How will the language be used? | |
| | a) Medium: (100%) Speaking (0) Writing (0) Reading (0) Listening (0) Other skills | 7 |
| | b) Channel: () Telephone (53,3%) Face to face (46,7%) Customer service | 8 |
| Q4 | What will the content areas be? | |
| | a) Subjects: (100%)Patient (0%) Others | 9 |
| | b) Level: (100%) Physiotherapist (0) Field worker (0) Management (0) Others | 10 |
| Q5 | Where will the language be used? | |
| | a) Physical setting: (0) Office (0) Hotel (0) Clinic (100%) Hospital (0) Workshop | 11 |
| | b) Human context: (0) Alone (0) Meetings (100%) Service (0) Phone | 12 |
| Q6 | When and how will the language be used? | |
| | a) Time: (100%) Concurrently with the ESP course (0) Subsequently | 13 |
| | b) Frequency of use: (0) Always (0) Very often (100%) Moderately (0) Little (0) Rarely | 14 |
| Q7 | What is your current level of English? | |
| | a) Writing: (100%)Average (0)Good (0)Very good (0)Excellent b) Speaking: (100%)Average (0)Good (0)Very good (0)Excellent c) Reading: (100%)Average (0)Good (0)Very good (0)Excellent d) Listening: (100%)Average (0)Good (0)Very good (0)Excellent | 15 |
| Q8 | What strengths do you have in every skills? | |
| | a) Writing: i. writing grammatically correct sentences (93,33%) ii. free hand writing (0%) iii. creating well-organized paragraphs (6,67%) iv. analytical, coherent and cohesive writing (0%) | 16 |
| | b) Speaking: i. can speak with grammatical correctness (80%) ii. can speak in context (20%) iii. can speak fluently (0%) iv. can speak in context, with fluency and intonation (0%) | 17 |
| | c) Reading: i. Able to read in the various ways, for example: skimming and scanning (100%) ii. Able to adapt the way they read according to the text and their reason for reading (0%) iii. Able to read 'actively' – using a dictionary, guessing or asking about unknown words (0%) iv. Able to understand the relationship between sentences (0%) | 18 |

| | | |
|-----|---|----|
| | d) Listening: <ul style="list-style-type: none"> i. Able to listen in various ways (93,33%) ii. Able to adapt the way they listen according to the text and the reason for listening (6,67%) iii. Able to recognize the features of spoken English (0%) iv. Able to use visual and textual clues to help them (0%) v. Able to listen actively – ask for repetition, clarification, etc. (0%) vi. Able to develop their background knowledge (0%) | 19 |
| Q9 | What weaknesses do you have in every skills? | |
| | a) Writing: <ul style="list-style-type: none"> i. can't write grammatically correct sentences (6,67%) ii. can't write in free hand (0%) iii. can't create well-organized paragraphs (80%) iv. can't produce analytical, coherent and cohesive writing (13,33%) | 20 |
| | b) Speaking: <ul style="list-style-type: none"> i. can't speak with grammatical correctness (13,33%) ii. can't speak in context (0%) iii. can't speak fluently (80%) iv. can't speak in context, with fluency and intonation. (6,67%) | 21 |
| | c) Reading: <ul style="list-style-type: none"> i. Unable to read in the various ways, for example: skimming and scanning (0%) ii. Unable to adapt the way they read according to the text and their reason for reading (0%) iii. Unable to read 'actively' – using a dictionary, guessing or asking about unknown words (40%) iv. Unable to understand the relationship between sentences (60%) | 22 |
| | d) Listening: <ul style="list-style-type: none"> i. Unable to listen in various ways (0%) ii. Unable to adapt the way they listen according to the text and the reason for listening (20%) iii. Unable to recognize the features of spoken English (6,67%) iv. Unable to use visual and textual clues to help them (6,67%) v. Unable to listen actively – ask for repetition, clarification, etc. (66,6%) vi. Unable to develop their background knowledge (0%) | 23 |
| Q10 | Do you have any background in learning English for Physiotherapy? | |
| | a) Do not have any idea (0%) b) Yes (100%) c) No (0%) | 24 |
| Q11 | Which key of job skills do you lack? | |
| | a) Job application (0%) b) Writing letter and receipt of medicine (0%) c) Job interview (0%) d) Asking and giving information (46,67%) e) Presentation in a meeting (53,37%) | 25 |
| Q12 | What are your past language learning experiences? | |
| | (0%) Average (100%) Good (0%) Very good (0%) Excellent | 26 |
| Q13 | Why are you doing English for Physiotherapy course? | |
| | a) To develop professional communication (86,67%) b) To develop skill in writing (0%) c) To develop job interview skill (0%) d) To develop presentation skill (13,33%) | 27 |
| Q14 | How do you want the instructional materials to be delivered? | |
| | a) Have no idea (0%) b) Traditionally face-to-face (6,67%) c) Online and multimedia based (0%) d) Not only face to face, but also using internet and multimedia presentations with sound system (93,33%) | 28 |
| Q15 | What type of classroom do you want English for Physiotherapy course to be held in? | |
| | a) Classroom with white-board and OHP (0%) b) Multimedia facilitated with sound system (0%) c) Internet and multimedia facilitated with sound system (0%) | 29 |

| | | |
|-----|--|----|
| | d) Internet and multimedia facilitated with sound system and decorated with posters and maps with speaking and writing tips, phrases and idioms, puzzles, vocabulary learning tips, etc. (100%) | |
| Q16 | What do you think of the nature of attendance in the course? | |
| | a) Attendance should be optional (0%) b) Attendance should be mandatory (0%) c) Attendance should be mandatory and a part of course evaluation (100%) d) Have no idea (0%) | 30 |
| Q17 | When do you think you should enroll in this course? | |
| | a) In 2nd – 4 th semester (100%) b) In 5th --7 th semester (0%) c) In 8th – 10th semester (0%) d) Last semester (0%) | 31 |
| Q18 | What types of materials do you think the course should include? | |
| | a) Textbooks, instruction/equipment manuals, CDs, DVDs, videotapes, and other materials used in content courses or to train people for a job (0%) b) Materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers (0%) c) Materials from websites like business letters, dialogues, instructions, telephone conversations, pod-casts, vodcasts, etc. (0%) d) Combination of all of these. (100%) | 32 |
| Q19 | Are the classroom resources (i.e. white-board, multimedia projector, OHP, etc.) sufficient? | |
| | a) Yes (100%) b) No (0%) c) Have no idea. | 33 |
| Q20 | When do you want the course classes to be held? | |
| | a) In the early hours of the morning or evening (0%) b) In the middle hours of the morning or evening (100%) c) In the late hours of the morning or evening (0%) d) Any time. (0%) | 34 |

APPENDIX 7 - TRANSCRIPT OF INTERVIEW

TRANSCRIPT OF INTERVIEW

Date : June, 12th 2018
Setting : STIKES Delima Persada Gresik
Class : ESP Physiotherapy course
Semester : 2
Interviewee : Muhammad Ghozali Musadat

| R: Researcher S: Student | | |
|-----------------------------|--|------|
| R/S | Dialogue | Line |
| S: | <i>Saya Muhammad Ghozali Musadat, saya dari prodi Fisioterapi</i> (I'm Muhammad Ghozali Musadat, from physiotherapy department) | 1 |
| R: | <i>Sudah berapa lama mas belajar bahasa Inggris?</i> (How long you've been studied English?) | 2 |
| S: | <i>Satu, mau dua, tapi semester dua nya belum selesai</i> (1, or almost 2 semester) | 3 |
| R: | <i>Apa yang kamu rasakan ketika belajar bahasa Inggris? Faham ngga?</i> (what do you feel when you learn English? Do you understand?) | 4 |
| S: | <i>Gimana ya? Ada yang faham ada yang ngga</i> (some parts I understood, but partly I did not understand) | 5 |
| R: | <i>Yang tidak faham kira-kira kenapa mas?</i> (why do not you understand?) | 6 |
| S: | <i>Mungkin, kurang belajar dan kurang mendengarkan.</i> (perhaps, less of studying or less of attention) | 7 |
| R: | <i>Sebagai Fisioterapi, untuk apa mas belajar bahasa Inggris?</i> (As the physiotherapist, what for do you learn English?) | 8 |
| S: | <i>Buat komunikasi dengan pasien yang dari luar negri, jadi kita komunikasinya kan pake bahasa Inggris, untuk penanganan juga</i> (to communicate with the patients who come from abroad, so, we can speak with them using English, also for handling them) | 9 |
| R: | <i>Selama ini ketika belajar bahasa Inggris, dari semester 1-2 materinya apa aja?</i> <i>Masih inget ngga?</i> (Do you still remember the materials that you've learnt since the 1 st semester?) | 10 |
| S: | <i>Klo yang semester 1, yang saya ingat kaya' listening. Kalo semester 2, kaya' menangani pasien, atau dialog dengan pasien, ada lagi yang lain, tapi saya lupa.</i> (in the 1 st semester, it was about listening. In the 2 nd semester, it was about how to handle the patient or making dialogue. For others, I forgot them) | 11 |
| R: | <i>Untuk menjadi seorang Fisioterapi, materi bahasa Inggris apa yang kamu butuhkan?</i> (To become the physiotherapist, what kind of material do you need?) | 12 |
| S: | <i>Dialog miss ketika menangani pasien</i> (how to make a dialogue with the patients) | 13 |
| R: | <i>Ada lagi ngga selain itu?</i> (anything else?) | 14 |
| S: | <i>Ngga ada miss, lebih penting itu</i> (no others, that is the most important one) | 15 |
| R: | <i>Di bahasa Inggris ada 4 skills (listening, reading, writing dan speaking), dari keempat itu yang ingin kamu pelajari apa mas?</i> (In English, there are 4 skills (listening, reading, writing dan speaking), which one do you prefer to learn the most?) | 16 |
| S: | <i>Listening bu, bagaimana mendengar apa yang disampaikan pasien</i> (listening, how to understand their spoken language) | 17 |
| R: | <i>Rencana anda, setelah lulus, mau bagaimana?</i> (According to your plan, what will you do after graduation?) | 18 |

| | | |
|----|---|----|
| S: | <i>Mungkin, setelah lulus ini ke rumah sakit dulu.</i> (maybe, after graduation, I will work in the hospital) | 19 |
| R: | <i>Selain ketika menangani pasien, kira-kira belajar bahasa Inggris untuk apa mas?</i> (besides handling the patients, what for do you learn English?) | 20 |
| S: | <i>Ya mungkin ketika bertemu orang luar, kan harus bisa bicara bahasa Inggris bu.</i> (perhaps, I need it when I communicate with the foreigner) | 21 |

Date : June, 12th 2018
Setting : STIKES Delima Persada Gresik
Class : ESP Physiotherapy course
Semester : 2
Interviewee : Sri Asih

| R: Researcher S: Student | | |
|-----------------------------|--|------|
| R/S | Dialogue | Line |
| S: | <i>Perkenalkan nama saya Sri Asih. Saya dari prodi D3 Fisioterapi</i> (hello my name is Sri Asih. I'm from D3 physiotherapy department) | 22 |
| R: | <i>Sudah berapa lama anda mendapatkan mata kuliah bahasa inggris untuk Fisioterapi?</i> (how long you've got English subject for physiotherapy?) | 23 |
| S: | <i>Dua semester</i> (two semester) | 24 |
| R: | <i>Oh di semester pertama dan semester kedua ya?</i> (oh in the first and second semester?) | 25 |
| S: | <i>Iya</i> (yes) | 26 |
| R: | <i>Kalo ngomongin bahasa inggris nih. Kira-kira menurut kamu, belajar bahasa inggris itu buat apa sih?</i> (if we talk about English language. How do you think the purpose of learning English?) | 27 |
| S: | <i>Mmmh...</i> | 28 |
| R: | <i>Bebas aja gak pa-pa..</i> (just be free..) | 29 |
| S: | <i>Kalau menurut saya belajar bahasa inggris itu buat menambah ilmu dan wawasan. Soalnya kita ini sudah terbiasa menggunakan bahasa jawa. Dan misalnya nanti kita kerja terus ada pasien dari orang luar kalau kita tidak belajar bahasa inggris nanti cara kita komunikasi dengan pasiennya tidak tahu, mereka ngomong apa dan kita bingung mau jawab apa. Jadi menurut saya belajar bahasa inggris itu ya wajib bagi semua anak sekolah.</i> (I think the purpose of learning English is to add some knowledge. It is because we used to speak Javanese. And for example there is patient from abroad, and if we don't learn English language then we can not communicate with patient. We will not understand what they said. So I think learning English language is obligatory for all students) | 30 |
| R: | <i>Selama ini yang kamu pelajari dalam bahasa inggris itu apa aja materinya? Masih ingat nggak?</i> (so far what subject do you learn in English language? Do you still remember it?) | 31 |
| S: | <i>(senyum dan tertawa gugup) lupa... hehe... Semester satu lupa..</i> (smile and laugh nervously) I forgot.. hehe.. (I forgot what I've learnt in first semester) | 32 |
| R: | <i>Semester dua ini bagaimana?</i> (What's about this second semester?) | 33 |
| S: | <i>Semester dua ini belajarnya menjurus ke kejuruan..</i> (In the second semester we learnt more specifically/ESP) | 34 |
| R: | <i>Apa aja materinya?</i> (what is the subject?) | 35 |

| | | |
|----|---|----|
| S: | <i>Ya mempelajari tentang.. nanti kita bertanya ke pasien.. dialog, dialog gitu..</i> (we learn about.. We will ask patients.. mostly like dialogue..) | 36 |
| R: | <i>Kira-kira menurut kamu mata kuliah bahasa inggris yang sekarang sudah diajarin itu sudah memenuhi semua kebutuhan yang kamu butuhin gak ketika kamu jadi fisioterapis?</i> (Do you think that the subject of English language that you learnt is covering enough your needs as physiotherapist?) | 37 |
| S: | <i>Belum semuanya sih</i> (Not yet) | 38 |
| R: | <i>Kira-kira gimana, kenapa itu?</i> (Why?) | 39 |
| S: | <i>Kan baru beberapa yang dikasih materinya</i> (the lesson hasn't finished yet) | 40 |
| R: | <i>Sudah ada handoutnya gitu? Pegangan materi yang di print out?</i> (is there a handout? Print out? handout?) | 41 |
| S: | <i>Sudah</i> (yes) | 42 |
| R: | <i>Sudah kamu baca-baca?</i> (You read it?) | 43 |
| S: | <i>Sudah</i> (yes) | 44 |
| R: | <i>Nah, ketika kamu baca itu kira-kira sudah mencakup semuanya atau menurut kamu bagaimana?</i> (when you read it, is it covering everything? What do you think?) | 45 |
| S: | <i>Ya ada yang sudah mencakup dan ada yang belum</i> (some is, some isn't) | 46 |
| R: | <i>Kira-yang belum apa menurut kamu?</i> (what topic that haven't covered yet?) | 47 |
| S: | <i>Kaya.. kaya apa ya.. cara bicaranya itu kan belum terlalu jelas, jadi banyak yang belum bisa dipelajari</i> (like.. maybe the way how we speak, it's not clear enough, so there is some subject that I haven't studied yet) | 48 |
| R: | <i>Di bahasa inggris kan ada 4 skill; speaking, reading, writing, listening. Menurut kamu sendiri kamu yang paling perlu belajar yang mana?</i> (in English language subject there are 4 skills: speaking reading, writing, listening. What do you need the most between these four?) | 49 |
| S: | <i>Yaa menurut saya paling perlu reading.</i> (I think reading) | 50 |
| R: | <i>Reading? Kenapa begitu?</i> (why is that?) | 51 |
| S: | <i>Karena kalau menurut saya sendiri saya lebih cepat menguasai saat saya belajar sendiri. Maksudnya membaca materinya sendiri. Tapi kalo dijelasin itu kadang.. kan semua orang itu beda-beda cara menangkapnya. Kalau saya lebih mudah untuk belajar sendiri.</i> (because I think I am faster to learn by my own. What I mean is I read the topics alone. When getting explanation sometimes.. every people is different right? It is easier for me to learn on my own) | 52 |
| R: | <i>Materi apa yang menurut kamu paling penting, maksudnya yang paling kamu butuhin untuk menjadi fisioterapis?</i> (what is the most important topics? What do you need the most?) | 53 |
| S: | <i>Materinya itu kaya cara kita komunikasi dengan pasien, itu juga wajib. Terus pengenalan alat-alat, cara menangani pasien dan cara penggunaan alat-alat..</i> (topics like how we communicate with patient. That is a must. Then introduction of tools, how to handle patient and how to use tools..) | 54 |
| R: | <i>Pakai bahasa inggris gitu ya?</i> (using English language?) | 55 |
| S: | <i>Iya</i> (yes) | 56 |
| R: | <i>Oke cukup, terimakasih..</i> | 57 |

| | | |
|----|--|----|
| | (ok that's enough, thank you) | |
| S: | <i>Sama-sama..</i> (you're welcome) | 58 |

Date : June, 12th 2018
Setting : *STIKES Delima Persada Gresik*
Class : ESP Physiotherapy course
Semester : 2
Interviewee : Dwi Alfina

| R: Researcher | | |
|----------------------|--|------|
| S: Student | | |
| R/S | Dialogue | Line |
| S | <i>Saya siska dwi alfina dari stikes delima persada gresik</i> (I', Dwi Alfina from <i>STIKES Delima Persada Gresik</i>) | 59 |
| R | <i>Okay sudah berapa lama mbak belajar bahasa inggris?</i> (Okay, how long have you been studied English?) | 60 |
| S | <i>Di stikes ini baru 2 semester ini. Tapi kan kita dari sd sampai sma kan juga belajar bahasa inggris juga.</i> (In <i>STIKES</i> , it was about 2 semesters, but we also learned it in senior high school) | 61 |
| R | <i>Mmhh gitu.. okay.. kira-kira nih kamu kan mau jadi fisioterapis besok. Menurut kamu bahasa inggrisnya kepakai nggak ketika kamu jadi fisioterapis?</i> (Well, when you want to be a physiotherapist, will you use English or not?) | 62 |
| S | <i>Ya sebagian mungkin kepakai kan. Dan mungkin setelah besok kita lulus itu bagaimana.. bisa saja klien-klien kita dari luar negeri atau asing yang tidak ngerti bahasa Indonesia.</i> (partly yes. It is possible when we face our clients who are the foreigners) | 63 |
| R | <i>Mmhh jadi kepakai disitu ya?</i> (ok) | 64 |
| S | <i>Iya</i> (yup) | 65 |
| R | <i>Selain itu bisa dipakai lagi nggak? Selain melayani pasien gitu?</i> (besides, what else?) | 66 |
| S | <i>Mungkin kaya.. mungkin kita kaya TA kan butuh referensi dari jurnal. Dan jurnal kan kebanyakan dari bahasa inggris ya, jadi kita bisa menerjemahkannya ke bahasa Indonesia dan dibuat laporan sendiri.</i> (perhaps, when we have final examination, we need journal reference, mostly it is in English version, so we can use it) | 67 |
| R | <i>Oh gitu baik. Nah selama ini materi-materi yang dipelajari dari semester satu sampai semester dua masih inget nggak apa aja?</i> (well done. Anyway, do you still remember about your material, since the 1 st semester?) | 68 |
| S | <i>Semester satu itu sendiri kan kaya pengenalan tentang kegiatan sehari-hari kita menggunakan apa ya.. alat kerja segala kaya gitu-gitu lah. Semester dua itu kaya lebih ke profesi kita nantinya jadi kaya analisisnya gimana kalo ada orang luar yang jadi pasien.. apa ya.. diagnosanya. Kaya pembelajaran bagian-bagian tubuh. Dimana keluhan rasa sakitnya.</i> (in the first semester, it was about introduction, daily activities, equipments of work, and etc. for the second semester, it is more specific in our profession, such as how to talk with foreigner patients, the diagnose of disease, learning about parts of body, and etc.) | 69 |
| R | <i>Oh gitu baik. Menurut kamu materi yang sudah dipelajari itu sudah mencakup kebutuhan kamu ketika menjadi fisioterapis atau masih perlu ditambah lagi?</i> (ok, well. Are the materials enough for you? Or perhaps any addition?) | 70 |
| S | <i>Mungkin masih perlu ditambah lagi ya. Kan karena ini juga belum selesai mungkin ada materi-materi yang belum diajarkan.</i> (yup, more please. Perhaps it has not been done, so we will get another materials) | 71 |
| R | <i>Ok, ada topik apa yang menurut kamu perlu ditambahkan?</i> | 72 |

| | | |
|---|---|----|
| | (well, according to you, is there any additional topic?) | |
| S | <i>Apa ya.. entah..</i> (I don't know exactly) | 73 |
| R | <i>Belum tahu?</i> (don't know?) | 74 |
| S | <i>Belum tahu..</i> (yup) | 75 |
| R | <i>Ok.. mmmhh.. berarti masih perlu ditambahin ya kalau itu ya?</i> | 76 |
| S | <i>Huum.. (mengangguk)</i> | 77 |
| R | <i>Kalo dari 4 skill yang ada di bahasa inggris; menurut kamu yang pingin kamu pelajari itu di skill apa? Lebih ditekankan di skill apa?</i> (Related to the 4 skills in English, which one do you really emphasis to be learnt?) | 78 |
| S | <i>Mungkin speaking nya</i> (It is more about speaking) | 79 |
| R | <i>Kenapa?</i> (Why?) | 80 |
| S | <i>Karena kadang kan pengucapan sama tulisannya berbeda kalo di bahasa inggris. Mungkin belajar di speakingnya itu, apa yang kita dengar kan dengan tulisannya tidak sesuai.</i> (Because, somehow between spoken and written are quite different. We learn the speaking first, then we could better in writing) | 81 |
| R | <i>Ok.. baik terima kasih..</i> (ok, thanks) | 82 |
| S | <i>Iya..</i> (your welcome) | 83 |

Date : June, 12th 2018
Setting : STIKES Delima Persada Gresik
Class : ESP Physiotherapy course
Semester : 2
Interviewee : Fita Alfasari

| R: Researcher S: Student | | |
|-----------------------------|---|------|
| R/S | Dialogue | Line |
| S | <i>Perkenalkan saya fita alfasari saya dari fisioterapi</i> (I'm Fita Alfasari, from physiotherapy department) | 84 |
| R | <i>Baik terimakasih. Sudah berapa lama mbak belajar bahasa inggris?</i> (ok, thanks. how long have you been studied English?) | 85 |
| S | <i>Selama ini sudah menjadi 2 semester</i> (it is about 2 semesters) | 86 |
| R | <i>Oh di stikes 2 semester ya?</i> (in STIKES?) | 87 |
| S | <i>Iya</i> (yup) | 88 |
| R | <i>Sebelum di stikes sudah pernah belajar bahasa inggris?</i> (before today? Have you?) | 89 |
| S | <i>Pernah, belajar di Pare</i> (yup, I ever studied in Pare) | 90 |
| R | <i>Oh belajar di Pare, kira-kira ini kan sudah jadi fisioterapi. Kebayang gak kalo belajar bahasa inggris buat fisioterapi itu dipakai pas apa nanti?</i> (oh, I see. Well, related to the physiotherapy, can you imagine, what for do you learn English?) | 91 |
| S | <i>Kalo menurut saya sih mungkin dipakai pada saat kita mendapatkan pasien dari luar negeri atau pasien yang menggunakan bahasa inggris, kita bisa menggunakan bahasa inggris juga.</i> (for me, it can be used when we face foreigner patients) | 92 |
| R | <i>Mmmhh begitu, menggunakan bahasa inggris ya untuk pasiennya. Selain itu kira-</i> | 93 |

| | | |
|---|---|-----|
| | <i>kira ada lagi nggak?</i> (any else?) | |
| S | <i>Untuk menambah wawasan juga supaya kita selain berbicara bahasa Indonesia, bisa berbicara bahasa sendiri kita juga bisa berbicara menggunakan bahasa dari Negara lain. Yang sekarang bahasa inggris itu kan bahasa yang diwajibkan di perguruan tinggi juga.</i> (to enhance our knowledge, especially to speak English. I think English is also mandatory language for university level) | 94 |
| R | <i>Oh gitu.. selama ini masih inget gak materi yang dipelajari dari semester 1 sampai semester 2 apa aja?</i> (well, I see. Do you still remember about the English materials in the first or second semester?) | 95 |
| S | <i>Mungkin yang di semester 1 tentang introduction/perkenalan dan ada tentang cara kita tegur sapa dengan orang lain dan tentang description tentang bagaimana kita mendeskripsikan karakter orang lain. Di semester kedua ini sudah memasuki bidang fisioterapi. Kaya semacam deskripsikan alat-alat fisioterapi dan bagaimana kita menganalisis pasien apabila ada pasien yang datang.</i> (in the 1 st semester, it was about introduction, greetings, describing people. In the 2 nd semester, it is more specific in physiotherapy, such as describing the tools of physiotherapist and how to handle the patients) | 96 |
| R | <i>Oh gitu.. dari semua itu kira-kira menurut kamu nih. Kamu kan membayangkan kamu sudah jadi fisioterapis nih kalau sudah lulus. Materi yang disampaikan itu sudah cukup belum? Atau masih perlu ditambahin lagi.</i> (what do you think? Is it covered all your needed when you become the physiotherapist?) | 97 |
| S | <i>Kalau menurut saya sih belum cukup. Masih ada yang harus ditambahin..</i> (I don't think so) | 98 |
| R | <i>Kira-kira apa yang perlu ditambahin?</i> (any addition?) | 99 |
| S | <i>Tentang bekal ilmu tentang itu.. kemampuan prakteknya..</i> (about the practical knowledge) | 100 |
| R | <i>Maksudnya prakteknya hubungan dengan bahasa inggris nih. Hubungannya sama bahasa inggris? Praktek gimana maksudnya? Praktek pengucapan atau gimana?</i> (sorry? What do you mean?) | 101 |
| S | <i>Praktek komunikasi</i> (practicing how to communicate) | 102 |
| R | <i>Ooh lebih.. lebih kayanya butuh waktu untuk praktek lebih banyak ya?</i> (well, I see. So you think, it needs more portion in practicing how to communicate) | 103 |
| S | <i>Iya</i> (definitely) | 104 |
| R | <i>Oh gitu baik. Kalau materinya? Materi yang sudah disampaikan kira-kira ada penambahan lagi gak? Topiknya gitu ada yang perlu ditambahin lagi nggak menurut kamu?</i> (what about the topics? Any addition?) | 105 |
| S | <i>Ada</i> (yup) | 106 |
| R | <i>Apa itu yang perlu ditambahin?</i> (what is it?) | 107 |
| S | <i>Tentang itu.. penyusunan buat nanti pada saat kita TA. Untuk mengumpulkan tugas akhir.</i> (about how to construct the thesis, or submitting the final project) | 108 |
| R | <i>Oh semacam writing report gitu ya yang perlu ditambahin?</i> (is it about writing report?) | 109 |
| S | <i>Iya</i> (yes) | 110 |
| R | <i>Oh baik. Ada empat skill ya di bahasa inggris; ada listening, reading, writing dan speaking. Dari empat itu yang kira-kira kamu pingin banget kamu kuasai itu yang mana?</i> (there are four skills in English, which one do you prefer to learn the most?) | 111 |

| | | |
|---|--|-----|
| S | <i>Kalo menurut saya sih mau menguasai speaking sama writing nya.</i> (for me, mastering the speaking and writing) | 112 |
| R | <i>Kenapa itu?</i> (why so?) | 113 |
| S | <i>Soalnya pada saat kita berbicara, kita juga butuh ketika pasien datang untuk menulis atau mencatat keluhan-keluhan pasien dengan bahasa inggris.</i> (because, later we need to speak, especially with the patients, also, to write the symptoms or diagnose of the disease using English) | 11 |
| R | <i>Oh jadi korelasinya disana ya?</i> (Oke, I got your point) | 115 |
| S | <i>Iya</i> (yup) | 116 |
| R | <i>Baik terimakasih</i> (thank you) | 117 |
| S | <i>Iya sama-sama</i> (don't mention it) | 118 |



APPENDIX 8 - FIELD NOTES OF OBSERVATION

FIELD NOTES OF OBSERVATION

Date : June, 5th 2018
Setting : STIKES Delima Persada Gresik
Class : ESP Physiotherapy course
Semester : 2

| T: Teacher S: Student | | |
|--------------------------|--|------|
| T/S | Dialogue | Line |
| T: | Morning | 119 |
| S: | Morning | 120 |
| T: | it's surprising me this morning (getting trouble with her chair) | 121 |
| S: | (some students smiling because of the joke) | 122 |
| T: | Today, we're going to learn about the medical equipment. <i>Sudah dapet handoutnya belum?</i> (Today, we're going to learn about the medical equipment. Have you got the handout?) | 123 |
| S: | <i>Sudah</i> (done?) | 124 |
| T: | <i>Apa saja itu?</i> (what are they?) | 125 |
| S: | korset, wrapping..... | 126 |
| T: | What do you call that? | 127 |
| S: | HH?? | 128 |
| T: | <i>Apa namanya?</i> (translate the language) (what do you call that?) | 129 |
| S: | Korset | 130 |
| T: | <i>Korset gitu aja? Apa ada namanya?</i> (tight dress? Is there any specific name?) | 131 |
| S: | (guessing and discussing with their friends) | 132 |
| T: | <i>Tadi kan tak suruh tanya..</i> (I already ordered you to ask before the class) | 133 |
| S: | <i>Bola cheek</i> (the cheek ball) | 134 |
| T: | <i>Bola cheek itu yang biru ya?</i> (is that the blue one?) | 135 |
| S: | <i>Iya</i> (yes) | 136 |
| T: | <i>Terus? Vita?</i> (then? What about you vita?) | 137 |
| S: | ...meter sama tapping | 138 |
| T: | <i>Itu yang mana? Yang kaya' penggaris ya?</i> (which one? Like a ruler?) | 139 |
| S: | <i>Iya</i> (yes) | 140 |
| T: | Rizka? | 141 |
| S: | Nebulizer and Ultra sound | 142 |
| T: | Ghozali? | 143 |
| S: | Toolpack miss | 144 |
| T: | Now, let's try to describe. <i>Contoh, ini ada mouse untuk komputer.</i> The first, you may say what is the name of the things. It is a mouse. What else? (Now, let's try to describe. For example, this is mouse for the computer. The first, you may say what is the name of the things. It is a mouse. What else?) | 145 |
| S: | (students keep quiet) | 146 |

| | | |
|---------------------|---|-----|
| T: | Ghozali? | 147 |
| S: | (students keep quiet) | 148 |
| S: | It is.. (want to talk but in doubt) | 149 |
| T: | <i>Coba yang keras..</i> (louder, please) | 150 |
| S: | (declining the request) | 151 |
| T: | <i>Loh, salah nga papa nanti saya perbaiki</i> (don't worry, I'll help you) | 152 |
| S: | The color mouse black | 153 |
| T: | The color is black. <i>Apalagi?</i> (The color is black. Any else?) | 154 |
| S: | The size is.. (someone wants to talk) | 155 |
| T: | ya? The size? | 156 |
| S: | is small | 157 |
| T: | oke, <i>ada yang lebih kecil dari ini? Klo ini termasuk yang apa?</i> (ok, is there any smaller? What about this?) | 158 |
| S: | Big | 159 |
| S: | Medium | 160 |
| T: | Oke, the size is medium. | 161 |
| Discussion activity | | |
| T: | Oke, now we will play a game "guess what". Try to explain ghozali | 162 |
| S: | the color is black. It is rec.. rec.. rectaguler (students try to guess the pronunciation) | 163 |
| T: | It is rectangular (teacher tries to help him) | 164 |
| S: | the si-ze (mispronouncing) | 165 |
| T: | The size | 167 |
| S: | The size is medium | 168 |
| T: | Ok, the color is black, it is rectangular and the size is medium. Anyone can guess? Terus apalagi? | 169 |
| S: | It is new. The function... (mispronouncing) | 170 |
| T: | the function (try to correct) | 171 |
| S: | the function is to save the money. | 172 |
| S: | Wallet | 173 |
| T: | is it wallet? | 174 |
| S: | (confused) | 175 |
| T: | <i>Dompot</i> (translate into <i>bahasa</i>) (wallet) | 176 |
| S: | <i>Iya</i> (yes) | 177 |
| S: | It is box | 178 |
| S: | It is a box | 179 |
| T: | It is made of plastic | 180 |
| S: | The color of white | 181 |
| T: | The color is white (correct the students) | 182 |
| S: | The color is white. The function.. (mispronouncing) | 183 |
| T: | The function (correct the student's pronunciation) | 184 |
| S: | The function is for charger | 185 |
| T: | Charging | 186 |
| S: | Powerbank | 187 |
| T: | Ok, great | 188 |
| S: | It is rectangular, it is made of plastic, it is small, the function is for personal data, the color is blue | 189 |
| T: | Flashdisk? | 190 |
| S: | No. KTP miss | 191 |
| T: | Personal identity card. That's right. But you have to say that it has name, address and etc. | 192 |

APPENDIX 9 - THE CONFORMITY OF TARGET NEEDS AND SYLLABUS

The Conformity of Target Needs and Syllabus

| Target Needs | Items | Components of Syllabus | Contents in the current syllabus | The conformity |
|--------------------|---|---------------------------|--|--|
| <i>Necessities</i> | They need to increase their skill level, from average to be advanced. | Program Learning Outcomes | Students are able to communicate effectively by using English. | Low Conformity The components of syllabus driven the content to fulfill the <i>necessities</i> , but needed suggestion. Suggestion: To measure the achievement of the students, the course need to design the target score or skill. Then, it is categorized as low, medium or advance. |
| | | Course Learning Outcomes | The students are be able to communicate actively and efficiently using English in many topics such as Greetings, Asking and Giving Information, Part of Body, Procedure, Simulation, and Job Interviews. | |
| | They need additional activity in English. | Not available | Not available | Not Available The syllabus did not cover the item of <i>necessities</i> |
| | They need more portion in speaking skill. | Program Learning Outcomes | Students are able to communicate effectively by using English. | Low Conformity The components of syllabus driven the content to fulfill the <i>necessities</i> , but needed suggestion. Suggestion: Better to give the percentage for the skills. Please accommodate the highest percentage for speaking skill. |
| | | Course Learning Outcomes | The students are be able to communicate actively and efficiently using English in many topics such as Greetings, Asking and Giving Information, Part of Body, Procedure, Simulation, and Job Interviews. | |
| | | Topic/Materials | Speaking: Greetings, Asking and Giving Information, , Procedure Listening and Writing: Part of Body Simulation, Job Interviews Reading : - | |
| <i>Lacks</i> | It was the lack of English skills. | Program Learning Outcomes | Students are able to communicate effectively by using English. | High Conformity The components of syllabus drive |
| | | Course Learning Outcomes | The students are be able to communicate actively and efficiently using English in many | |

| | | | | |
|--------------|---|---------------------------|--|--|
| | | | topics such as Greetings, Asking and Giving Information, Part of Body, Procedure, Simulation, and Job Interviews. | the content to fulfill the <i>lacks</i> . |
| | It was about the lack of some competences in the four skills. | Indicator and Assessment | Reading - Listening <ul style="list-style-type: none"> Identify part of body from listening Identify the specific information from listening about job interview Speaking <ul style="list-style-type: none"> Interact with friends using Greetings Interact with friends using Asking and Giving Information expressions explain the procedure Writing <ul style="list-style-type: none"> spelling to form simple phrase about part of body | Low Conformity The components of syllabus drive the content to fulfill the <i>lacks</i> but needed suggestion. Suggestion: Fulfill all the skills; reading |
| | It was the lack of interaction. | Learning Activities | It can be assumed as one of the following categories: Guided activities Independent activities | Low Conformity The components of syllabus drive the content to fulfill the <i>lacks</i> but needed suggestion. Suggestion: It can be supported by doing the analysis of learning needs. |
| | | Learning Methodology | It can reflect one or the combination of the following types: <ol style="list-style-type: none"> Lecturing Discussion Task presentation Seminar Practice Field survey Role-play Small group discussion Role-play & simulation case study Discovery learning Self-directed learning (SDL) Cooperative learning (CL) Collaborative learning (CbL) Contextual instruction (CI) Project based learning (PjBL) Problem based learning and inquiry (PBL) | |
| <i>Wants</i> | They wanted to learn a lot about speaking. | Program Learning Outcomes | Students are able to communicate effectively by using English. | High Conformity Already cover speaking as the most |
| | | Course Learning Outcomes | The students are be able to communicate actively and efficiently using English in many topics such as Greetings, Asking and Giving Information, Part of | |

| | | | | |
|-------------------------------------|--|--------------------------|---|---|
| | | | Body, Procedure, Simulation, and Job Interviews. | |
| | | Topic/Materials | Speaking: Greetings, Asking and Giving Information, , Procedure Listening and Writing: Part of Body Simulation, Job Interviews Reading : - | |
| | | Indicator and Assessment | Reading - Listening <ul style="list-style-type: none"> Identify part of body from listening Identify the specific information from listening about job interview Speaking <ul style="list-style-type: none"> Interact with friends using Greetings Interact with friends using Asking and Giving Information expressions explain the procedure Writing <ul style="list-style-type: none"> spelling to form simple phrase about part of body | |
| | | Topic/Materials | Speaking: Greetings, Asking and Giving Information, , Procedure Listening and Writing: Part of Body Simulation, Job Interviews Reading : - | |
| They wanted to learn about writing. | | Indicator and Assessment | Reading - Listening <ul style="list-style-type: none"> Identify part of body from listening Identify the specific information from listening about job interview Speaking <ul style="list-style-type: none"> Interact with friends using Greetings Interact with friends using Asking and Giving Information expressions explain the procedure Writing <ul style="list-style-type: none"> spelling to form simple phrase about part of body | Low Conformity The components of syllabus driven the content to fulfill the <i>wants</i> but needed suggestion. Suggestion: The topic of writing a recipe and medica report needs to be added. |
| | | Topic/Materials | Speaking: Greetings, Asking and Giving Information, , Procedure Listening and Writing: Part of Body Simulation, Job Interviews Reading : - | |